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ABSTRACT

This handbook contains samples of instructional materials for teaching career education concepts in the business classroom--lesson plans, factual information, games, and exercises. While many of the examples are in a form readily usable by students, other examples have been edited or condensed to fit the handbook format. All original sources are given in the table of contents and include mailing adresses for the materials. Unit I provides an introduction. Units II and III contain materials pertinent to (1) the philosophy, goals, and objectives of career education and (2) career education and the teaching/learning process. Instructional materials relating to career education concepts are found in Unit IV, which is divided into six sections: Occupational Information (including information of fifty-six business occupations), Job Getting and Maintaining, Career Decision Making, Values--Self-Appraisal, Personal Traits--Human Relationships, and Economic Awareness. Unit V is an annotated bibliography that describes both the original sources of the materials and other sources of career education materials. Materials are classified as local, state, and national education agencies; annotated periodicals; other periodicals; theses; and commercial books and other curriculum materials. An appendix gives the mailing address for the state coordinators of career education. (YLB)

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CAREER EDUCATION
IN
BUSINESS EDUCATION

1

Classroom Teachers Handbook

Compiled and edited by
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CE 024 747

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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CAREER EDUCATION IN BUSINESS EDUCATION

1

CLASSROOM TEACHERS HANDBOOK

NATIONAL BUSINESS EDUCATION ASSOCIATION
1906 ASSOCIATION DRIVE
RESTON, VIRGINIA 22091

$9.50

This publication is one of four in a series of career education materials developed under a contract with the Department of Health, Education, and Welfare, U.S. Office of Education, and is another of the many services of the National Business Education Association. These materials were developed as a part of a project funded at least in part with federal funds from the Department of Health, Education, and Welfare under contract number 300-78-0414.

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HOW TO USE THE CLASSROOM TEACHERS HANDBOOK

This Handbook contains actual samples of instructional materials for teaching career education concepts in the business classroom—lesson plans, factual information, games, and exercises that teachers and students will find interesting and relevant. Many of these examples are in a form readily usable by students, and teachers are encouraged to copy or reproduce the material as they wish. Other examples have been edited or condensed to fit the Handbook format, and teachers may wish to obtain copies of the complete books or workbooks from which the materials were taken. The original sources are given in the table of contents and include mailing addresses for the materials. In addition, the original sources are described in the annotated bibliography which is part of Unit V of the Handbook. (Other sources of career education materials are also provided in the bibliography.)

An appendix gives the mailing addresses for the state coordinators of career education who can provide additional help in developing local career education programs.

Preface

An NBEA career education study committee met in Reston, Virginia, in late 1976 and early 1977 to discuss career education and the potential role of business education in this movement. The group later met with Kenneth Hoyt, director of the Office of Career Education, and participated in a series of mini-conferences sponsored by OCE. This committee then presented a report to the NBEA Executive Board which recommended that NBEA should become a major channel of communication for disseminating information about career education and that a major effort be made to develop an effective delivery system to reach the classroom business teacher. Subsequently, the NBEA Convention in the spring of 1978 emphasized career education and its implementation in business education.

In the fall of 1978, the National Business Education Association, along with six other national professional associations,* was awarded a contract to participate in a national career education project funded by the Office of Career Education of the U.S. Office of Education. The contract was designed to implement a proposal submitted by NBEA entitled "Retraining Business Teachers in the Development and Dissemination of Career Education Concepts in Business Education."

A national task force on career education was appointed to include representatives from all areas of business education. This task force, which guided the work of the entire project, included the following: Lucille T. Stoddard, Utah Technical College, Provo; Merle W. Wood, Oakland Public Schools, Oakland, California; Victor Van Hook, Oklahoma State Department of Vocational-Technical Education, Stillwater; Celestine Mongo, Detroit Public Schools, Detroit, Michigan; Clay V. Sink, University of Rhode Island, Kingston; Marla Peterson, National Center for Research in Vocational Education, The Ohio State University, Columbus; Alton V. Finch, University of Mississippi, University; Calfrey C. Calhoun, University of Georgia, Athens; and O. J. Byrnside, Jr., National Business Education Association, Reston, Virginia.

A number of special activities and publications resulted from this project:

1. A *Classroom Teachers Handbook* containing examples of teaching materials illustrating career education concepts such as occupational and economic awareness, self-image and self-awareness, awareness of work values and habits, human relationships, career decision making, and job seeking and maintaining
2. A monograph, *Methods for Involving the Business Community*, dealing with techniques for increasing communication between the professional world of business and business education
3. A monograph, *Strategies for Implementation*, covering strategies, methods, and practices best suited for infusing career education into the teaching of business
4. A monograph, *Current Status and Future Direction*, reporting the results of an NBEA survey of business teachers' views about career education concepts and identifying services and materials teachers need to implement career education
5. A national training seminar and five regional training seminars in career education
6. Four newsletters describing project activities
7. A column in *Business Education Forum* (Career Education Corner) that highlighted project activities throughout the contract.

This project has represented a milestone in the Association's efforts to develop a national program to help members identify needed career education reforms and to provide them with assistance in carrying out needed changes in the classroom. The National Business Education Association extends special thanks to the Office of Career Education of the U.S. Office of Education, members of the task force on career education, and the many others who made major contributions to the success of this project.

Calfrey C. Calhoun
Project Director

O.J. Byrnside, Jr.
Project Administrator

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*American Alliance for Health, Physical Education, Recreation, and Dance; Council for Exceptional Children; National Art Education Association; National Council for the Social Studies; National Council of Teachers of English; and National Science Teachers Association.

Foreword

In the fall of 1978 and in the early months of 1979, the National Business Education Association solicited career education materials that might be used by business teachers to integrate career education concepts into their business teaching. Solicitations were sought through individual letters sent to state and local supervisors of business education and career education, institutional representatives of the National Association for Business Teacher Education, and private publishing companies, as well as through appeals to business teachers in the *Business Education Forum* and the NBEA career education newsletter.

Many individuals and organizations responded to the call. Over 300 documents from 37 states were submitted, containing thousands of ideas and activities. Of these, 188 were selected to be included in this Handbook. Although many of the materials were developed specifically to be used by business teachers, many of them were developed to be used by all teachers; and many of those developed specifically for business teachers can be readily used by any classroom teacher.

A few of the items are designated to be used in specific subjects. Many can be used in any subject. Teachers can utilize their creativity to use the materials in many different teaching/learning situations with little or no additional preparation. For example: the many "test" items at the end of each section can be used as bases for wording many career education objectives to be integrated into many different modules, lessons, units of instruction, etc. Barbara Preli's article on the teaching/learning process should provide new and inexperienced teachers as well as teachers with little exposure to career education with some techniques for integrating career education concepts into their classroom activities. With so many materials available, decisions had to be made regarding the content and organization of the Handbook. Only those materials relating to career education concepts not ordinarily taught by business teachers were included. Materials designed to help teachers and students meet objectives to give individuals knowledge and skills necessary to perform business tasks were omitted.

A major portion of the Handbook is used to give teachers and students information on 56 business occupations. Even so, there are many occupations that could have been included if space had permitted.

The decision was made not to bind the Handbook permanently but to make it loose leaf so that teachers could add other materials as they became available and so that pages could be removed for copying. Pages are numbered for each individual section.

Although some activities include excellent bibliographies, a comprehensive annotated bibliography is included of published articles, books, etc., that include career education ideas and suggestions directed specifically to business teachers. A general bibliography is also included.

Several activities similar in nature are included in each section to give teachers a variety of materials that can be used in different classes involving the same students and at different grade levels. It is suggested that where there is more than one business teacher in a school, they should decide which materials are to be used in which classes to minimize overlapping and to assure all career education concepts are integrated. Business teachers should also coordinate their career education activities with those of all other teachers in the school. It is important to give students opportunities at each level and in each course to develop knowledge, skills, and attitudes favorable to successful career development.

Alton V. Finch
Assistant Project Director

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APPENDIX

STATE COORDINATORS OF CAREER EDUCATION **A-1**

Unit I
Introduction

Rationale and Need for Career Education

Since the current career education movement began in the early 1970's, a great deal has been written about what career education is and how it should be implemented in public school systems. There has been much growth, development, and change in the movement since 1971 when Sidney P. Marland, Jr., then U.S. commissioner of education, proposed that the term "vocational education" be replaced with the term "career education." He did this because of the stigma attached to vocational education—because of the increasing tendency for educators to separate vocational education and academic education, creating a void in the growth and development of many individuals enrolled in public secondary schools.

Individuals who did not want to follow the academic curriculum designed to prepare them for college entrance and who could not accept the stigma of following the academically disrespectful vocational curriculum, chose to follow the general curriculum. Since most individuals graduating from secondary schools followed this curriculum, acquiring no real knowledge or skill they could put to use as productive citizens, many of them have become burdens to society. Many public school systems were failing and many still are in their mission, which was firmly established in 1918 by the National Education Association's Commission on the Reorganization of Secondary Education. As stated in the Commission's report, "Cardinal Principles of Secondary Education," the goal of education is as follows:

> . . . education in a democracy, both within and without the school, should develop in each individual the knowledge, interests, ideals, habits, and powers whereby he will find his place and use that place to shape both himself and society toward ever nobler ends.

Except for the possible sexist language, this statement of the goal of education in a democracy is just as appropriate and valid in today's society under the influence of the career education movement as it was in 1918. Today, nine years after Dr. Marland proposed that the term "career education" replace the term "vocational education," no one suggests that career education is a replacement for vocational education. Both career education and vocational education are recognized as important parts of the total educational program.

Purpose of Career Education

What, then, is career education? One only has to review the mass of literature to see that it means different things to different individuals. However, the literature clearly indicates that most individuals are in agreement about the end result of career education. It is generally accepted that its purpose is to give a revitalization to public education, to make it more meaningful to individuals. It is generally accepted that its purpose is to reorient education in the public schools—programs, curriculums, and people—so that the goal of education as defined by the Commission on the Reorganization of Secondary Education can be met—so that public schools can experience more success than they have in the past.

It is generally believed by those who believe in, accept, and espouse career education that this movement is the best way, if not the only way, for public education to experience success. Because of the changes that have already come about through the career education movement in the decade of the seventies, there is enough evidence to indicate that public secondary schools are doing a much better job of seeing that individuals have some knowledge and skills they can use to enter the world of work upon graduation, even when the individuals are planning to enter higher education.

Although there are many definitions of career education, the one by Wesley P. Smith as quoted in a 1977 publication of the California State Department of Education entitled *Implementing Career Education: Concept and Process* seems to be most appropriate for this Handbook. It states:

> Career education is a comprehensive, systematic, and cohesive plan of learning organized in such manner that youth at all grade levels in the public schools will have continuous and abundant opportunity to acquire useful information about the occupational structure of the economy, the alternatives of career choice, the obligations of individual and productive involvement in the total work force, the intelligent determination of personal capabilities and aspirations, the requisites of all occupations, and opportunities to prepare for gainful employment. Career education is the shared and unending responsibility of all professionals in education, and involves input from—and relationship to—all subject matter disciplines and all supportive educational services.

Relevance of Career Education to Business Education

The Policies Commission for Business and Economic Education, in its 1977 statement, "This We Believe about the Mission of Business Education," identifies the mission of business education as follows:

1. To educate individuals *for* and *about* business.
2. To provide a continuous program of planned learning experiences designed to equip individuals to fulfill effectively three roles:
   (a) to produce and to distribute goods and services as workers;
   (b) to use the results of production as consumers; and
   (c) to make judicious socioeconomic decisions as citizens.
3. To provide career information that helps students relate their interests, needs, and abilities to occupational opportunities in business.
4. To provide educational opportunities for students preparing for careers in fields other than business to acquire business knowledges and skills needed to function effectively in those careers; for example, to handle effectively both oral and written communications and to develop effective interpersonal and human relations skills.

Even a casual comparison of the mission statement of the Policies Commission for Business and Economic Education and Wesley P. Smith's definition of career education indicates the compatibility of career education with business education. Indeed, business teachers have traditionally incorporated career education into the teaching/learning process. As an academic discipline, business education is noted for the excellence with which it prepares individuals to perform entry-level tasks requiring knowledge and skills in accounting, stenography, and office and clerical procedures and practices. This purpose has best been carried out at the advanced secondary level (primarily grades 10 through 12) and at the postsecondary level (primarily grades 13 and 14). Even with a fair margin of success in meeting this particular objective, business education needs to give greater attention to the personal characteristics, aptitudes, and desires of individuals. Business education, as an academic discipline, has not provided proper guidance and direction for prospective students and students in its classrooms so that they can assess themselves as individuals—determine their interests, attitudes, habits, values, aptitudes, and native abilities in relation to career objectives and lifestyles to which they might aspire.

The purpose of this Handbook is to provide business teachers at the middle school, secondary school, postsecondary vocational, and community-junior-college levels with specific examples of curriculum materials for use in infusing career education concepts into their classroom activities. In addition, sources of information about infusing career education into business education are given.

The materials presented have been collected from business teachers throughout the United States as well as some from commercial publications. They have been successfully used by business teachers to enhance career awareness, career exploration, and career preparation, three generally accepted phases of career development for grades K-14. Career awareness objectives are accepted as the primary responsibility of grades K-6, career exploration objectives primarily as the responsibility of grades 7-9 or 10, and career preparation objectives primarily as the responsibility of grades 9 or 10-14. Business teachers should assess students' needs at whatever grade level one (student or teacher) happens to be and infuse the teaching/learning process appropriate for career awareness, career exploration, or career preparation.

The assumption is made for this Handbook that most business teachers are teaching in grades 7-14. In actual practice, most business teachers will be teaching vocational knowledge and skills needed by individuals for entry-level employment in business and business-related careers or will be teaching business knowledge and skills needed by individuals in the management of their own personal business affairs and for making wise socioeconomic decisions as citizens. Excellent commercial and teacher-made materials are readily available to teach vocational knowledge and skills. For this reason, the materials selected to be included in this Handbook emphasize those career education concepts that business teachers have often neglected, rather than the vocational knowledge and skills they have traditionally taught so well. The concepts can and should be infused with the vocational objectives.

The concepts emphasized are as follows: occupational information; economic awareness; decision-making skills; self-awareness and self-image; human relations; work values; work habits; and job seeking, getting, and maintaining. The curriculum materials and activities are presented so that the business teacher can take them and infuse them, with very little time and effort, into the teaching/learning process of a particular module, lesson, unit, course, and program. Although most of the examples were developed to be used at the career awareness, career exploration, or career preparation stage, most of them can with little or no adaptation be used in all three phases of career education.

Policies Statement About Career Education

A Statement by the Policies Commission for Business and Economic Education

THIS WE BELIEVE ABOUT THE ROLE OF BUSINESS EDUCATION IN CAREER EDUCATION

Career education always has been one of the major goals and areas of emphasis of business education. For many years, business educators have promoted the concept of career planning and vocational guidance in junior and senior high schools. For years, too, some business educators have suggested that vocational guidance be extended into the elementary school.

Elementary teachers in past years have involved children and young people in some type of career or occupational awareness and orientation. The current nationwide recognition that career education is an essential ingredient of American education places special responsibilities on all educators who have expertise in career education.

WE BELIEVE THAT:

1. Career education is an essential part of all education and can serve as a unifying force for all disciplines.
2. Career education includes career awareness and orientation to work, appreciation for the dignity of work, exploration of career opportunities and requirements, and specialized vocational preparation.
3. Orientation to work is an integral part of education from kindergarten through postsecondary education.
4. Business educators have the responsibility to assist in the development of career education programs and materials at the elementary school level, as well as in secondary and postsecondary levels.
5. Exploration of careers is an important educational experience for all youth in grades 7 through 12 and in postsecondary education. The exploration of business careers should be guided by business teachers.
6. Individual self-assessment is a vital aspect of career exploration.
7. Basic business courses can serve as suitable vehicles for business career exploration.
8. One challenge of the career education concept is the development of adequate educational preparation of disadvantaged youth and adults for work. Business education should continue its efforts to improve business career programs for these individuals.
9. Specialized preparation for business careers should occur on the secondary, postsecondary, collegiate, and adult education levels.
10. Specialized preparation for many types of business employment can be provided adequately in the secondary school. All secondary schools should provide job preparation opportunities as options for business career development.
11. Specialized preparation at the secondary school level for business careers should provide realistic, job-type experiences for the work that graduates will perform.
12. Business career education in the secondary school may serve as preparation for advanced study in business.
13. Every business teacher education program should prepare prospective business teachers for an active role in career education.
14. Business educators have the responsibility to acquaint guidance counselors with the career opportunities in business and the competencies needed for employment.

Unit II
Philosophy, Goals, and Objectives

Introduction

An examination of a number of different sources reveals many different ways of defining the philosophy, goals, and objectives of career education, as well as the ways for implementation. For business teachers to be able to implement career education concepts within the framework of business subjects, they must have good understanding of the concept of career development in the total educational setting.

First, the conceptual model of career development as defined by the Office of Instructional Services of the State Department of Education of the State of Hawaii is reproduced. Although other models use different categories to describe the forces that interact upon the individual in shaping career growth and development, the Hawaii model clearly delineates the relationships among these forces as the individual progresses and moves through the three phases of career education—awareness, exploration, and preparation. Goals and subgoal statements are presented with appropriate behaviorally stated objectives by levels, K-12.

Another approach is taken by the Minnesota Department of Education in its 1977 publication, *Senior High Career Maturity Activities.* Here, the elements of career education are expressed from the point of view of student outcome objectives. Prepared by Virginia Bauman, Arland Beason, Dave Grove, and Dorothy Henrickson of Roseville Area Public Schools, student outcome objectives are expressed in five basic goals centered around school and work meanings and values, self-awareness, decision making, career and lifestyle exploration, and interpersonal skills. These basic goals are expressed through performance and behavioral type objectives.

Other perspectives include (1) the articulation of goals and objectives illustrated in two charts, "World of Work" and Career Exploration, Planning, and Preparation," taken from the 1978 *K-12 Guide for Integrating Career Education with Local Curriculum* published by the Wisconsin Department of Public Instruction; (2) the elements of career education as published in 1975 by the South Carolina Department of Education in *Career Education in South Carolina;* and (3) the South Portland, Maine, Career Development Design.

Conceptual Model of Career Development Continuum

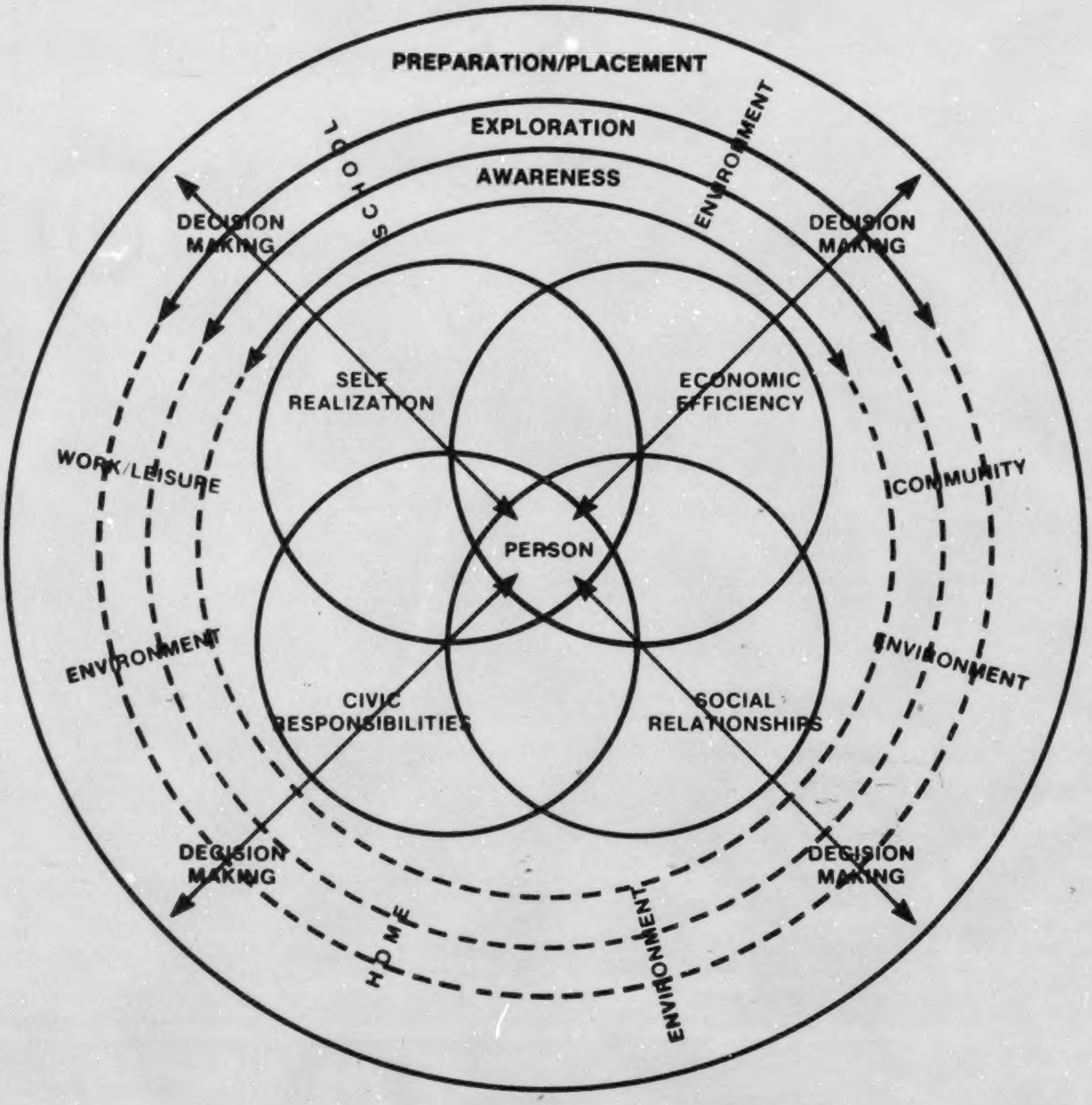
The development of the career development conceptual model was accomplished as a prerequisite to the design of curriculum guides to articulate career development learning experiences from kindergarten through grade 14. The conceptual model was developed to establish a framework for integrating career development learning experiences into the existing academic, vocational, and guidance curriculums. The model is based on two assumptions: (1) that education must be relevant to the needs of the learners and conditions of the social and economic settings; and (2) that the delivery of education must be organized and implemented to optimize individual well-being and social welfare. The conceptual model implements two major premises:

- The potential for career development is realized by providing experiences to assist the individual to become a fully functioning person.
- The potential for individual career development is realized by arranging a sequence of tasks and concepts to facilitate individual progress from one developmental level to another.

The conceptual model encompasses three major components: (1) areas of growth which must be developed for the individual to achieve career development; (2) sequence of experiences which must be implemented by the individual in the course of career development; and (3) components of the environment in which decisions and experiences must be implemented to accomplish a totally integrated system for achieving career development.

The areas of individual growth are expressed as the four major goals of career development. The goals are implemented in experiences of the individual interacting with the environment to achieve self and career identity. The sequence of objectives to be achieved is from awareness to exploration and preparation. The model illustrated on the next page elucidates this conceptualization of a career development continuum.

Inspection of the model reveals that the individual achieves career and self-identity, becoming a fully functioning person, through a series of decisions and experiences in the school, community, home, and work/leisure settings. This is accomplished as he/she grows and develops in four areas: self-realization, economic efficiency, social relationships, and civic responsibility. Growth and development are realized as the individual progresses through a sequence of experiences ranging from awareness to exploration and skill preparation until he/she becomes a fully functioning person. The interrelationships among the three basic components of the conceptual model are shown.



Conceptual Model of Career Development

Goals

Goal: Developing Capabilities for Achieving Self-Realization Through Self-Understanding and Decision Making.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
1. Acquire skills of self-appraisal.	Each learner will be able to list or describe three personal attributes. Each learner will be able to tell the subject matter areas in which his/her performance is above average. Each learner will be able to give an example of personality variables about himself/herself. Each learner will be able to list or describe one unique personal characteristic.	Each learner will be able to describe his/her performance in each subject matter area. Each learner will be able to list or describe three personality variables about himself/herself.	Each learner will be able to identify different types of physical work demanded by a variety of jobs, and assess his/her present level of skill development. Each learner will be able to complete his/her individual profile, and will be able to tell his/her major interests, aptitudes, and values.	Each learner will be able to show that he/she knows the vocabulary for use in various situations and can assess his/her performance in communication skills related to specific job requirements. Each learner will be able to complete a career preparation plan which is realistic in terms of (a) his/her qualifications and (b) existing opportunities.
2. Develop awareness and understanding of self.	Each learner will be able to list or describe likes, dislikes, strengths, and weaknesses.	Each learner will be able to list or describe one personal strength and one personal weakness. Each learner will be able to describe a method of strengthening a personal weakness. Each learner will be able to list or describe two reasons for knowing one's strengths and weaknesses.	Each learner will know ways of improving his/her behaviors and attitudes. Each learner will gain knowledge of his/her likes and dislikes and strengths and weaknesses.	Each learner will be able to demonstrate that he/she understands the relationship of personal factors to careers. Each learner will be able to describe the meaning of maximizing one's potential.
3. Develop understanding of decision-making process.	Each learner will be able to give an example of making a decision.	Each learner will be able to list or describe the steps involved in making a decision.	Each learner will be able to understand that people have to make decisions, and that decision making is important to successful and satisfying living. Each learner will be able to name factors that influence a career choice.	Each learner will be able to accept responsibility for his/her decisions. Each learner will be able to list and rank-order criteria for his/her career.
4. Acquire skills of decision making, risk taking, value clarification, and goal setting.		Each learner will be able to list or describe sequence of career development. Each learner will be able to list two occupations in which he/she is interested. Each learner will be able to list two occupations in which he/she has no interest.	Each learner will be able to demonstrate knowledge of basic activities involved in educational and career planning. Each learner will be able to tell the value and consequences of several career choices open to him/her.	Each learner will be able to assume responsibility for making a career choice. Each learner will be able to show what is required for placement in post-secondary employment, further education, or both.

5. Develop understanding of the relationship between work and lifestyle.	Each learner will be able to give an example of the way work relates to the way one lives. Each learner will be able to give an example of the way in which his/her attitudes relate to school performance. Each learner will be able to tell how his/her study habits relate to school success.	Each learner will be able to list or describe ways in which working relates to the way one lives. Each learner will be able to list or describe ways in which his/her attitudes relate to school performance. Each learner will be able to list or describe ways in which his/her study habits relate to school success.	Each learner will be able to show that he/she understands that an individual's occupation can influence one's life style and that a preferred lifestyle may influence one's occupational choice. Each learner will be able to identify different personal characteristics which affect performance in a job or hobby. Each learner will be able to describe the way in which volunteer services affect lifestyle.	Each learner will be able to name the possible needs of a given lifestyle and list several occupations which will satisfy these needs. Each learner will be able to derive satisfaction from work/educational experiences. Each learner will be able to list or describe the way changes in lifestyle are caused by occupational advancement.
6. Develop appreciation for individual differences in interests, values, aptitudes, skills, abilities, and attitudes.	Each learner will be able to describe or define ways in which he/she is different from other persons. Each learner will be able to list one difference between himself/herself and another person in each of the following areas: (1) interest, (2) abilities, (3) aptitudes, (4) values, (5) attitudes.		Each learner will know of existing and changing values of various ethnic and religious groups. Each learner will be able to understand and appreciate unique values and standards of cultural groups. Each learner will be able to identify five ways in which people differ.	Each learner will be able to show that he/she knows that different people have feelings of dignity and worth for different reasons. Each learner will be able to show self-insight by stating ways in which he/she differs from others.

Goal: Developing Capabilities for Being Economically Efficient, as Producer and Consumer of Goods and Services.				
Subgoals	**Learner Objectives by Levels**			
	K-3	**4-6**	**7-9**	**10-12**
1. Develop understanding of variety of occupations, interrelatedness of occupations, and knowledge of occupational classification and job descriptions.	Each learner will be able to list or describe types of workers in the community. Each learner will be able to list or describe two occupations which are production-oriented and two which are service-oriented.	Each learner will be able to list or describe types of workers in the community or in the school. Each learner will be able to list or describe two ways to classify occupations.	Each learner will be able to identify contributions of the community workers, and classify them into the following categories: working with data and working with people.	Each learner will be able to describe one job and name one occupational cluster.
2. Develop understanding that occupations exist for a purpose and contribute to the dignity of the individual.	Each learner will be able to describe ways in which work provides opportunities for enhancing dignity of self and society.	Each learner will be able to describe one occupation which has an effect upon a portion of society and contributes to individual growth.	Each learner will be able to identify 10 community workers who contribute to the dignity of the individual.	Each learner will be able to relate feelings about the value of home, community, and state workers to individual well-being.

3. Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people.	Each learner will be able to tell how one worker in the school contributes to the good of society. Each learner will be able to list one way in which a worker he/she knows contributes to the economic good of the local area. Each learner will be able to list or describe three personal reasons why people work.	Each learner will be able to list or describe two contributions which a specific occupation has made to the improvement of society. Each learner will be able to list or describe ways in which a worker he/she knows contributes to the economic good of his/her city, state, or nation. Each learner will be able to describe or participate in a task which contributes to classroom goals.	Each learner will be able to list or describe two contributions that workers make to society. Each learner will be able to develop appreciation for economic rewards from work.	Each learner will be able to explain how one's service contributes to the community. Each learner will be able to describe economic implications of career decisions.
4. Develop understanding that new occupations develop in response to needs of society.	Each learner will be able to list or describe how an occupation other than his/her father's or mother's is necessary to his/her family existence.	Each learner will be able to list three occupations which have developed within his/her lifetime. Each learner will be able to list or describe one occupation which has been developed for the purpose of fulfilling a need of society.	Each learner will be able to list ways in which needs of society relate to the occupational structure and development of new occupations. Each learner will be able to identify community services that exist to meet the present civic needs of his/her community.	Each learner will be able to describe ways in which the needs of society have changed and how the work structure has been altered due to these changes.
5. Develop employability skills.	Each learner will be able to give an example to show two factors necessary for job success.	Each learner will be able to list three factors necessary for job success.	Each learner will be able to describe two employability skills.	Each learner will be able to list skills adequate for job or educational entry in an area of interest. Each learner will develop the capability of being able to move into a job or further education.
6. Develop understanding of the relationship between education and work.	Each learner will be able to list one occupation which requires high school education, one which requires college, and one which requires specialized education. Each learner will be able to list or describe occupations which require a specific content, e.g. mathematics, as a necessary knowledge.	Each learner will be able to list or describe the educational needs related to a specific occupation. Each learner will be able to describe the content and sequence of education necessary for a specific occupation.	Each learner will be able to list two values of getting prerequisite educational preparation before job entry or job change.	Each learner will be able to list the educational requirements for a specific job.

Goal: Developing Capabilities for Establishing and Maintaining Healthy Social Relationships.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
1. Develop interpersonal skills.	Each learner will be able to describe three jobs that people living close to him/her hold, and name one interpersonal skill.	Each learner will be able to describe how interpersonal skills contribute to his/her personal feelings of worth.	Each learner will be able to describe the probable consequences of different types of interpersonal relationships.	Each learner will be able to describe the importance of interpersonal relationships. Given an opportunity to have a job interview with an employer, each learner will be able to demonstrate use of interpersonal skills.
2. Develop understanding of social roles.	Each learner will be able to list and describe two characteristics of dignity in relation to self and others.	Each learner will be able to describe the role of one significant adult.	Each learner will be able to describe ways that social roles are valuable to him/her.	Each learner will be able to describe various social roles related to groups of which he/she is a member.
3. Develop understanding of cooperation.		Each learner will be able to identify a situation where two or more workers cooperate to produce a product or provide a service.	Each learner will be able to show that he/she understands the benefits of cooperation and interdependence in making a team effort. Each learner will be able to value cooperation as a means to progress.	Each learner will be able to describe ways of working cooperatively with other members of a group.
4. Develop understanding of community workers.		Each learner will be able to describe two occupations which contribute to other occupations.	Each learner will be able to describe ways in which occupations are interrelated.	Each learner will be able to list and describe occupations in the public service cluster.
5. Develop appreciation for flexibility and adaptability in social relationships.	Each learner will be able to list two feelings his/her father or mother has about his or her work.	Each learner will be able to describe or define work in two different ways.	Each learner will be able to describe ways in which one member can adapt to facilitate group action. Each learner will be able to accept the value of change.	Each learner will be able to describe ways in which he/she has altered a social role over a period of time. Each learner will realize that a variety of roles contribute to his/her development as a person.
6. Develop understanding of interrelatedness of occupational roles.	Each learner will be able to give an example of one job which contributes to or is related to another job.	Each learner will be able to describe one job which contributes to or is related to another job.	Each learner will be able to describe ways that groups or individuals have helped him/her or contributed to the meeting of his/her needs.	Each learner will be able to list the values which have accrued to him/her from group membership and discuss these in terms of feelings about himself/herself.

Goal: Developing Capabilities for Carrying Out Civic Responsibilities at Work and in the Community.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
1. Develop understanding of rights, privileges, and responsibilities on the job, in the home, and in the community.	Each learner will be able to give an example of one way in which work requires responsibility.	Each learner will be able to list or describe ways in which work requires responsibility.	Each learner will be able to show that individual responsibility is related to the success of a group project.	Each learner will be able to show that he/she knows the responsibilities which he/she has to the society in which he/she lives.
2. Develop understanding of ways in which participation in civic groups contributes to individual and group goals.	Each learner will be able to participate in a task which contributes to classroom goals.	Each learner will be able to list or describe two ways in which the environment in which he/she lives relates to career and civic groups.	Each learner will be able to state advantages and disadvantages of participation in civic groups.	Each learner will be able to describe the process of participation in one civic action group.
3. Develop understanding of importance of rules in society.	Each learner will be able to list rules for a group of which he/she is a member.	Each learner will be able to list or describe responsibilities of the adult citizen.	Each learner will be able to list reasons for establishment and enforcement of laws within his/her community.	Each learner will be able to show that he/she knows the rules for operation of civic groups —parliamentary and other group procedures, and structures.
4. Develop understanding of relationship between responsibilities and rewards in work and leisure.	Each learner will be able to give an example of the rewards, other than money, which are related to working.	Each learner will be able to list or describe rewards, other than money, which are related to working.	Each learner will be able to describe two ways in which work is of value.	Each learner will be able to describe ways of maintaining economic self-sufficiency in contemporary society.
5. Develop capabilities for making effective use of resources and understand relation of environment to work.		Each learner will be able to list or describe the relationship of the environment to a particular job.	Each learner will be able to list or describe three reasons for proper use and conservation of natural and human resources, and name one career which contributes to conservation of these resources.	Each learner will be able to list or describe the relation of occupations to conservation of resources.
6. Develop ability to participate in various kinds of civic groups.	Each learner will be able to describe ways in which participation in a group helped him/her.	Each learner will be able to describe ways in which his/her participation in a group contributed to his/her understanding of the responsibilities of citizenship.	Each learner will be able to show that he/she recognizes that personal traits of punctuality and dependability are important factors in facilitating the work of others in an occupational setting or civic group.	Each learner will be able to relate the value of cooperative efforts to the achievement of goals for common good.

Student Outcome Objectives

A. To develop a respect for work, including its personal, as well as its social, contributions and implications.

1. Describes ways in which careers allow movement between work, play, and creative leisure.
   a. The student identifies ways in which career(s) affect personal growth and independence.
   b. The student explains how work experiences and leisure activities can relate.
2. Describes work as a major means of changing one's personal environment, as well as society in general.
   a. The student describes how s/he can work for personal and social changes within a variety of occupations.
   b. The student describes social problems of today which future workers might help alleviate.
3. Understands the important and changing contributions of women and minority groups to society.
   a. The student describes the effects on men and women of the breaking down of the traditional sex roles.
   b. The student describes the effects of minority group discrimination.
4. Debates the ethic of individual success versus the ethic of collective striving for social well-being.
   a. The student relates career aspirations to personal, as well as social, well-being.
   b. The student identifies potential conflicts between personal and social well-being and possible compromises.
   c. The student describes the interdependence of all workers in contributing to the well-being of society.
5. Identifies the changing meanings of work over time and across cultures.
   a. The student can describe pre-industrial and industrial work ethics.
   b. The student can begin to develop a personal work ethic based upon an increasingly service-oriented society.

B. To implement a positive self-concept with awareness of personal characteristics as they relate to career roles.

1. Analyzes strengths in terms of skills, developed abilities, interests, and potential for growth.
   a. The student can relate strengths and personal resources to preferred lifestyle.
   b. The student can project and support a plan for personal development through educational-vocational planning.
2. Analyzes personal values in terms of tentative career plans and projected lifestyle.
   a. The student can identify the values inherent in tentative lifestyle plans.
   b. The student can prioritize values in relationship to tentative lifestyle.
   c. The student demonstrates skill in resolving value conflicts between personal values and the environmental press of projected career lifestyle planning.
3. Analyzes the social roles and lifestyle implications of tentative career plans.
   a. The student can describe the social behavior expectations of preferred occupation(s) and relate this to self-concept.
   b. The student can describe the range of personal freedom to implement self-concept in a variety of occupation(s).
4. Describes the potential sources of satisfaction and self-expression in the preferred occupation(s).
   a. The student can relate psychological needs to tentative life career plans.
   b. The student can project satisfaction of economic needs through tentative career plans.
   c. The student describes ways in which interests and talents can be expressed through tentative career plan(s) and lifestyle(s).
5. Analyzes personal values and needs for achievement in terms of career aspirations.
   a. The student describes in a positive way success needs and actively copes with fears of failure.
   b. The student compares success aspirations with workers in the various occupation(s).
6. Demonstrates personal contributions to society.
   a. The student participates in work experiences such as entry level jobs and describes contributions through work.
   b. The student participates in family, school, and community activities and describes contributions.

C. To apply decision-making skills to personal life planning.

1. Analyzes tentative lifestyle plans with a decision-making model.
   a. The student describes aspirations, alternative courses of action and the field forces affecting goal attainment.
   b. The student formulates sequential short- and long-range tentative plans with identification of decision strategies used.
2. Realistically predicts the probable consequences of tentative personal plans.
   a. The student describes the outcomes of tentative career decisions in terms of personal goals and effects upon significant others.
   b. The student can describe the odds of success and failure of personal plans from a personal viewpoint.
   c. The student modifies tentative personal plans in the light of new information and chance factors.
3. Exhibits responsibility for the consequences of educational-vocational decisions and personal goal striving.
   a. The student accurately attributes to oneself the elements of status for which one is personally responsible.
   b. The student takes the required action to implement personal plans on a reality test basis.
4. Demonstrates coodinated decision making in various life spheres and periods of time.
   a. The student relates educational, occupational, family life and recreational decisions into an integrated tentative lifestyle.
   b. The student projects into the future the consequences of decisions made now.
5. Exhibits planful use of resources in achieving personal aspirations.
   a. The student's use of time and energies is congruent with stated goals.
   b. The student budgets resources over long periods of time.
6. Utilizes the major informational resources needed in personal decision making.
   a. The student examines critically the advice given by significant others.
   b. The student utilizes appropriate criteria for evaluating information.

D. To acquire increasing knowledge of educational-vocational possibilities, as well as experience in work-related settings.

1. Describes the necessary preparation for a variety of occupation(s).
   a. The student describes the educational and training requirements for personal career goals.
   b. The student identifies the sources of financial assistance for any necessary education or experience.
   c. The student describes the various job ladder progressions of several occupations.
2. Utilizes technical and nontechnical resources for gathering information about occupations.
   a. The student critically evaluates and uses occupational information from school and mass media sources.
   b. The student critically evaluates and uses occupational information from the community.
   c. The student critically analyzes work-related experiences.
3. Studies, in detail, the worker satisfactions and dissatisfactions in various career fields.
   a. The student analyzes the sources of potential frustrations, satisfactions, and dissatisfactions in the various career fields.
   b. The student describes the financial compensation at various steps of the career ladder of a variety of occupation(s).
   c. The student analyzes the ethical questions which confront workers and projects personal solutions.
4. Identifies the sources of power in various task situations and describes their potential personal effects.
   a. The student describes the formal and informal power structures in various organization and career fields.
   b. The student describes the potential effects of various leadership styles and organizational decision making in task situations.
   c. The student describes the potential personal implications of worker organizations such as unions and professional associations.
5. Makes personal career plans which take into account social, economic, and technological changes.
   a. Describes the possible effects of social, economic, and technological changes upon preferred occupational roles.
   b. Identifies the common elements in occupations which may transfer to other fields.
6. Experiences aspects of an entry-level position in the school setting or in the community.
   a. The student prepares for consideration by an employer when choosing from several job applicants.
   b. The student applies job-seeking skills, including application and interview procedures.
   c. The student analyzes the compensations and promotional possibilities in entry job experience.
7. Attains competencies for entry into an occupation and/or for specialized education at the postsecondary level.

E. To develop and apply the interpersonal competency skills required in preferred career and lifestyle plans.

1. Identifies interpersonal characteristics necessary for various occupational roles.
   a. The student describes personal career potential in terms of interpersonal skills.
   b. The student describes personal areas for growth in terms of interpersonal skills needed for career lifestyle and develops an action plan.
2. Copes with the power exercised by others in work and work-related situations in ways which are self-rewarding.
   a. The student correctly assesses formal and informal power structures in educational and work settings.
   b. The student maintains a personal integrity in the face of different and sometimes conflicting expectations of others.
   c. The student uses constructive problem-solving skills in conflict situations.
3. Exhibits interdependence and cooperation in task situations.
   a. The student exhibits an awareness of the needs of others in task situations.
   b. The student shares in the success of group goal attainment.
4. Displays knowledge and skill in applied group dynamics and work organization.
   a. The student analyzes the structures and processes involved in productive group efforts.
   b. The student is a contributing member of a work group or related organization.
5. Demonstrates effective use of interpersonal communication in work and work-related situations.
   a. The student clarifies and evaluates the messages and instructions of others.
   b. The student communicates messages and instructions to others in a helpful manner.
   c. The student receives and gives feedback and suggestions.

World of Work

	Nature of Work	Nature of Occupations	Work Values	Change and Effects
K-3	Develop an awareness that work exists for a purpose	Develop an awareness that occupations differ	Develop an awareness that people work to meet many different needs	Develop an awareness that change affects work
4-6	Develop an understanding of purposes	Develop an understanding of differences	Develop an understanding of how work meets needs	Develop an understanding that change is continuous
7-9	Engage in exploring, ranking, valuing of purposes	Explore occupations within clusters	Explore the relationship between work and individual needs	Experience change through simulation
10-12	Affirm one's own purposes	Make tentative occupational choice	Determine tentative work lifestyle	Provide for changes in lifestyle

Career Exploration, Planning, and Preparation

	Information Gathering	Family	Peers	Community	Education and Training
K-3	Begin to develop an awareness of the world of work	Develop an awareness that one's family influences one's values and attitudes	Develop an awareness that one's friends influence one's attitudes and values	Develop an awareness of the community	Develop an awareness that different workers do different things with different skills and tools
4-6	Develop an awareness that information on the world of work is available and where to obtain it	Realize what positive or negative family influences are being applied	Realize that friends have an impact on decision making	Begin to identify some of the elements in one's environment that are having impact on one's decision making	Realize that occupational competency requirements influence the kind and degree of one's educational preparation
7-9	Develop an awareness of a system for the collection and use of occupational information and develop occupational research skills	Understand family expectations and how these might affect decisions	Gain ability to screen information offered from friends	Understand community influences and prepare to deal with their impact	Understand the necessity for obtaining employability skills and where to obtain these skills
10-12	Understand employment trends and identify tentative career objectives based upon accurate and pertinent occupational and self information	Evaluate the critical role one's family plays in structuring values and attitudes toward one's career plans	Realize how various individuals can assist one in career planning and preparation	Recognize that career choice could be influenced by opportunities in one's community	Know where and how to apply for a job

Elements of Career Education

The South Carolina career education approach incorporates seven basic elements into the existing curriculums:

1. Self-knowledge
2. Decision-making skills
3. Career awareness
4. Economic awareness
5. Educational awareness
6. Attitudes and appreciations
7. Social awareness

Self-knowledge consists of perceiving one's self as a unique individual separate from all other individuals. This perception includes an understanding of the dignity of self on an individual basis as well as on a group level. In addition, it encompasses the feeling that one has some control over the decisions one makes, the action one takes, and the kind of person one is. Thus, the individual can ultimately make a career choice which relates to his/her particular abilities, attitudes and aspirations, thereby achieving a sense of security and personal satisfaction. In the classroom such traits as punctuality, neatness, cooperation, sharing and responsibility can be cultivated, enhancing one's opinion of himself/herself as well as making him/her a contributing member of society.

Decision making includes acquiring the basic skills involved in problem solving. These skills must be taught through practical experiences in the classroom. The individual who possesses decision-making skills will ultimately be better equipped to analyze alternatives in both verbal and written form. Thus, he/she can deal and be flexible with the consequences of his decisions.

Career awareness defines students' acquaintances with a wide variety of occupations. Beginning with the knowledge of the jobs of home members and school personnel, the student can relate these occupations to community functions. Since much of one's total life routine is organized around the work one does, it is vital that students become totally aware of the gamut of available careers.

Economic awareness helps the student differentiate among what is available, what is needed, what is wanted, and what is luxury. Thus, he/she must develop an understanding of the monetary system, the law of supply and demand, and the tax system, all of which help him/her to determine his/her occupational choice. In addition, he/she develops his/her own concept of the management of finances (i.e., earning, spending, borrowing, saving).

Educational awareness involves helping students learn how their school subjects are related to daily life and the world of work. By relating current lessons to future work, teachers can answer the common question, "Why do we have to study this?" The student realizes that the basic skills learned in school, at any level, help prepare him/her for life. Educational awareness also involves learning the amount of training necessary for occupations.

Healthy attitudes and appreciation for work are key elements in the degree of success attained by workers. Thus, students should be helped to develop a receptive attitude toward careers and to appreciate the need for all forms of work. The student's ability to perceive people objectively affects his/her ability to work cooperatively. In addition, his/her ability to exhibit traits of dependability and responsibility in a variety of settings is strong evidence of how well he/she may perform in his/her career.

Social awareness involves learning to get along with others and becoming sensitive to their needs. It also encompasses the ability to accept criticism and direction and to assume responsibility. Students should be helped to develop these abilities, for personal relationships with fellow workers are usually integral in the satisfaction and success associated with a job.

Certainly these elements overlap and could be expanded to include many other basic tenets. These seven have been identified by the South Carolina Department of Education as merely a suggested framework from which to begin.

Career Development Design

Goals

	Primary	Intermediate	Junior High	Senior High
Self-Awareness	Demonstrate an awareness of one's own interests, skills, and feelings.	Demonstrate an appreciation of one's own skills, interests, feelings, and values.	Recognize that one's talents, values, interests, and limitations relate to career goals.	Make goal-oriented choices related to one's career requirements and future employability skills.
Interpersonal Skills	Demonstrate cooperation in social situations.	Develop an appreciation of the differences between individuals or groups.	Develop the interpersonal skills required for work roles, recognizing that trust and respect are factors in human relations.	Demonstrate an understanding of the importance of human relationships in volunteer and part- and full-time work.
Decision Making	Use one's senses to gather data and to develop concepts.	Develop skills in making generalizations, hypothesizing, and predicting.	Develop an awareness of the results of decisions which will give one a sense of control over the future.	Identify realistic alternatives based on education, work experience, and counseling and accept responsibility for career decisions.
Work Awareness	Gain knowledge of workers in the home, school, and community.	Identify the personal and environmental factors which influence a worker.	Explore and analyze the common and unique characteristics of jobs within the 15 USOE job clusters.	Recognize that social, environmental, and technical factors influence career trends and as a result workers must be flexible, adaptable, and mobile.
Manipulative Skills	Develop psychomotor skills.	Improve psychomotor skills.	Identify and use manipulative skills that are essential to many careers and leisure time activities.	Develop competence in use of manipulative skills required in one's future career or educational plans.
Economic Awareness	Understand that people are paid for their work and use that money to satisfy their needs and wants.	Recognize that each individual is a consumer, producer, and citizen, and as such has certain rights and responsibilities.	Develop an awareness of the financial and legal consumer resources as they relate to personal and family economics.	Understand and appreciate, as a worker and consumer, the complexities of the American economic system.
Value of Work	Identify ways that workers are of service to the community.	Recognize that an individual can find satisfaction through work.	Understand impact of one's career on one's lifestyle.	Gain insight into personal and social value of employment through simulated or real work experience.
Relevance of Education	Recognize that school is a place to learn.	Recognize that schooling is necessary for future careers.	Recognize that mental, physical, and communicative skills are basic and applicable to all career fields.	Identify the relation between mastery of content knowledge and educational or vocational plans.

Unit III

Career Education and the Teaching/Learning Process

There has not been a great deal written concerning career education and the teaching/learning process. If we have not carefully analyzed the teaching/learning process and what changes are needed, we cannot answer these questions:

- Where does this fit in the school program?
- How can we do this?
- Isn't the curriculum already too crowded?
- Is this another add on?

It is important to make clear that the following analysis and recommendations come from one who is responsible for the daily operations of implementing career education in the real world of the school. I feel it is very important to state my bias that students need a well-rounded curriculum which addresses the total development of the student: academic, aesthetic, social, moral, and physical, as well as preparation for the world of work.

In these changing times, education is being asked to do a variety of things for students. It is not necessary to emphasize or select one basic goal over another if we plan from a total program perspective. This allows for attention to be focused on all the basic goals of education—keeping in mind individual needs and modalities of learning—while at the same time making it possible to be accountable for efforts in this particular area. As education strives to meet the many individual needs of the students, it is necessary to keep in mind that such endeavors are shared with the home, family, and community.

What then is the relationship of career education to the teaching/learning process? The teaching/learning process is not a delivery vehicle that is unfamiliar to those involved in education. It has served as the traditional vehicle for achieving the goals of education. Much of an educator's time is spent in college and graduate school striving to understand the process and how to use it effectively as a method of working with students in moving towards stated objectives in order to make possible meaningful learning of skills.

The outcome areas of career education reflect certain skills and understandings necessary for the goal of preparation for work. Adjustments within the teaching/learning process to provide emphasis on this goal would include:

- Integration in the philosophy of teaching
- Emphasis on purposefulness of learning
- Variety of teaching techniques
- Threading/weaving/infusion process.

It is important to examine each of these in detail to clearly understand the relationship between career education and the teaching/learning process.

Philosophy of Teaching

All educators have developed their own philosophies of teaching. This has been formed by many kinds of experiences and developed as one gains new knowledge and skills.

The importance of preparation for the world of work as a basic goal of education needs to be included in preservice and graduate level courses at the university level. While local systems are in the process of training and retraining, it is crucial that prospective educators formulate this goal as part of their foundations early in education.

For those already involved in the teaching/learning process it is necessary, from time to time, to reevaluate their philosophies to keep abreast of changing times. School systems and universities working together should be able to address this need for all groups involved.

If preparation for the world of work is to be emphasized as one of the basic goals of education, there are several areas that need to be highlighted:

- The development of good work habits.
- The use of positive teaching strategies.

Inclusion of the goal as part of one's philosophy of learning necessitates a clear understanding of the concepts and rationale for career education. Once the concept has been internalized, the other areas can be addressed.

Within the philosophy of teaching, we need to value and utilize positive teaching strategies. Most students are aware of their problem areas and where they need improvements. While one must benefit from mistakes, much depends on how this learning takes place. A student with a positive self-image has the confidence to try again. If we constantly point out the negative aspects of children's efforts, how can they possibly gain the confidence to learn from each experience?

A teacher who emphasizes success does much to contribute to the positive environment of learning. While it is necessary for students to recognize areas of improvement, the manner in which this is pointed out is crucial. The self-image gained during the school years will carry over to the students' later lives and their ability to learn on the job.

Employers, when asked why Joan or Johnny can't work, quickly reply, lack of good working habits and attitudes. It is important that greater emphasis in the process of teaching be placed on the development of *work habits* and *work values* in a consistent manner.

Upon examination of the term work habits, we find the same skills necessary for work in school as work on the job. For example:

- Attendance
- Punctuality

- Listening and following directions
- Task completion within stated time and criteria
- Concerns about doing a job well
- Ability to get along with others.

All of these are essential, both in the classroom and on the job. It is important that the development of these skills be consistent and the relationship between their usefulness both now and later be clearly identified starting in the early years where habits begin to form.

Work values as perceived by the students are also crucial to the ability of holding a job. For example:

- All jobs have worth and dignity
- The contribution of jobs to society
- Work roles for some are leisure time activities for others
- Work roles are interdependent
- Career development is a lifelong process.

These values are inherent within the school as well as on the job.

Most educators strive to develop good work habits and values with their students. The need is for consistency, grade by grade, and with all teachers. Reasonable expectations and emphasis on quality point out to students that these skills are important and will have a lasting effect on their lives. It is not enough to just establish expectations, but teachers must develop and teach good work habits and values with students as part of the learning process. All teachers should value as part of their philosophies of teaching what the students' future lives will be and understand the role good work habits play in the total development of the individuals.

Teaching good work habits and values is not enough. Persons involved in the teaching/learning process must also apply these to themselves. Students view teachers as role models, and it presents a confusing dilemma if expectations for students conflict with what the teachers, as persons, practice.

Development of good work habits, positive teaching strategies, and work values all need to be included in the personal philosophy of teaching if the teacher is to accomplish these goals with the students.

Meaningfulness—Purposefulness to the Teaching/Learning Process

There are many reasons why one learns: usefulness in work or leisure time, learning for learning's sake, cultural development, enjoyment, enhancement of one's role in society. It could be one or all of these reasons. A key motivational factor on both continuums of the teaching/learning process is knowing *why* one is learning.

Every student has the right to understand *why* it is important to learn what is being taught. Every teacher has the responsibility to know what is being taught and why.

Throughout a teacher's college preparation, concentration was focused on content and method. Little time was spent on establishing *who uses* what is being taught and *for what* purpose.

"Why am I teaching this?" The *why* in teaching needs to become a part of the teaching/learning process. This is especially true with the emphasis being placed on the back to basics movement. Respondents vary on the definition of basics; however, traditionally, the emphasis has centered on the development of reading and math skills.

When questioned as to why reading and math skills are so important, most persons will respond that these skills are essential to persons' futures. There are not many jobs that do not require ability in these skill areas.

The relationship between basic skill development and future job success further emphasizes the need for pointing out the purpose of what is being taught as well as who uses reading and math in their job. The *why* and *purpose* often provide motivation for those who are learning. Perhaps the *why* is in many ways as basic as the development of skills.

Several changes will be necessary in the teaching/learning process to include purposefulness/meaningfulness of learning. The first focuses on the process of delivery. The second concentrates on understanding the purpose of what is being taught.

The process of delivery or using purpose as motivation for learning is a redirection of content presentation. For example:

A middle school math teacher is preparing to introduce the study of right angles. They could—

- Invite a local draftsperson to be interviewed by the class as to how angles are used on the job.
- Give examples of common math problems that need to be solved in drafting.

This provides the *why* of learning by a simple change in presentation. It also provides the students with a different role model, other than the teacher, to point out the relevancy of the math content.

The process of utilizing the purpose as motivation necessitates planning on the part of the teacher regarding:

- The content or instructional skill
- Who uses it
- How they both can be taught together.

The why is combined with instructional content to provide relevancy. The activity could be an introduction to the content or the culmination of a unit. This process enables students to see the relationship between education and the world of work in a meaningful way.

The second change focuses upon the awareness of teachers at the knowledge and attitudinal level. *Who* does *use* what they are teaching and for what purpose?

Teachers represent a variety of backgrounds as relates to the world of work. Throughout their professional development, emphasis has not been placed on a variety of jobs. Staff development needs to be provided for teachers to explore and become aware of the who and the why. As planners of relevant learning experiences, their backgrounds need to be enriched and opportunities to be provided for becoming acquainted with the broad world of work.

Knowledge of jobs as they relate to the skills being taught is only part of the answer. The teacher must recognize the value and worth in providing career related activities to enhance basic skill development. The process of teaching must be meaningful, purposeful, enthusiastic, and natural if the teaching style is going to be effective in directing the learning process of students. The teacher must also understand and value the relationship between education and work.

Variety in Teaching/Learning Process

The teaching/learning process, over the past years, has been flexible in methods and delivery strategies in order to keep pace with the vast amount of technological change. It is rather difficult to say one method works better than others because of the individual differences of students. Education attempts to meet each child where he/she is and develop each individual to his/her fullest potential with a variety of methods.

Career education blends a variety of techniques that are already familiar to many teachers who are involved in the teaching/learning process. The easiest way to clarify these techniques is to provide a short description.

Interview. A class or individual questions workers about their jobs. It is an excellent means of research, listening, inquiry, and communicating. Students participate in locating pre-interview information, formulation of questions, conducting the interview, and follow up activities.

Research. Research about the world of work can be conducted by every student at every grade level. The amount and mode of research depends upon the characteristics of this individual child. Research can be accomplished in many ways; written reports, interviews, films and filmstrips, recordings and tapes, books, charts, letters, newspapers, magazines, commercials, etc.

Discussion. Discussion is a useful tool for planning activities, problem solving, attitude and value clarification about the world of work. The teacher creates an aware, free, accepting atmosphere. The students should feel free to express their views in an appropriate manner. Guidelines are established before each session begins. Teacher lecture and student-teacher-student exchanges are avoided.

Bulletin boards. Bulletin boards serve to focus attention, stimulate thinking, and display students' activities. A career bulletin board should reflect the career theme or career value. Any of the following general themes could be developed for a specific subject area or classroom: A Rainbow of Careers, The Many People Who Work on . . . , 5 Star Careers, The Wonderful World of . . . , What Can You Cook Up for a Career?, What Are the Educational Requirements?, Careers in . . . , Spread the Word About . . . Be A . . . , Consider a Career In . . . .

Hands-on activities. Hands-on activities are those activities that entail actually performing those tasks which a worker would do in a certain occupation. These activities are conducted in a simulated situation. Hands-on activities give the students an opportunity to associate skills necessary to perform a certain job with their own interests, talents, and capabilities.

Field trip. A field trip is an excellent way to gather information about the world of work on a firsthand basis. It could be an initial or illuminating activity. Workers can be viewed in real-life settings as they carry out their daily roles and responsibilities. Experiences should be carefully planned by the class in advance. Questions should be developed to bring purpose to the trip. A special emphasis needs to be placed on persons in the jobs.

Learning centers. Learning centers are special areas designed for individual and small group learning activities. Learning centers can be used in a variety of ways depending upon the teacher's purpose: total learning environment, remedial work, drill, interest activities, and enrichment activities. A career theme can provide an excellent motivational theme for each of these purposes; for example, interest centers of tools can provide some hands-on experience for students.

Shadowing. This provides the student with a chance in a structured, planned situation to spend time observing a model or models carrying out their daily duties on the job. It presents work in a real life setting. Skills and qualifications can be analyzed as well as interests and talents examined.

Internship. The internship program is a nonpaid experience for secondary students in a job area of their choice. The amount of time may vary. It provides students with opportunities to:

- Explore the day to day, hour to hour, duties and responsibilities of a job
- Acquire knowledge of other jobs related to their job choice
- Observe the career lattice within a job area
- Interact with a successful role model
- Participate in hands-on activities.

Simulation. Role playing provides opportunity for the students to act out a work situation and to examine carefully their interests. A game of charades could be played. Cards can be prepared with pictures of workers with or without a few suggestive comments on tasks performed by the worker to give students an idea for the role play situation. Students can draw and then role play the worker for others to guess.

All of these techniques emphasize a more activity-centered approach to the teaching/learning process—one where students are actively, but constructively, involved in the process of learning with strong emphasis upon the relationship between education and the world of work.

The teacher, in utilizing a variety of techniques as part of the instructional delivery process, is not confined to the world of the formal classroom—but extends the classroom into the community and into the real world. As managers of the learning environments, the teachers do not see themselves as the only teachers but recognize the availability and value of including others (counselors, parents, librarians, community persons, retired persons) as teachers in areas of their specialties.

The teaching/learning process becomes a shared responsibility. The teacher plans the learning experience, but is not necessarily the imparter of knowledge. No teacher can be expected to be an expert in all areas, and a wise teacher utilizes a variety of resources to accomplish the understandings and skills needed by the students. Students today learn from a variety of sources—television, role models, peers, etc. A skillful manager can capitalize on all available resources. The broader community can become a stimulating classroom.

It takes a very skillful, secure teacher to structure such career-related learning activities, always ensuring that such activities are based on clear instructional objectives for the students. In order to accomplish this change in the teaching/learning process, teachers must:

- Appreciate the value of these types of experiences
- Become aware of what resources are available
- Have time to plan
- Ensure that experiences do not take away from content or skill development but enhance and bring purpose to the teaching/learning process.

A strong practical staff development component is necessary to assist teachers in providing variety to the teaching/learning process.

Weaving/Infusing/Threading Process

Persons involved in career education will often refer to the process of weaving, threading, or infusion into the curriculum. These terms were initiated to clarify that career education, as one of the goals of education, is not separate but infused within the total school program and as such is a thread weaving throughout the entire curriculum. It is not a separate subject or an add-on, but is included in all areas to facilitate the relationship between education and work.

As a program implementor, I think of these terms from two different perspectives which answer the inevitable question: "How do we do career education in the classroom?" This question generally comes from two different types of role groups—the program planner and the classroom teacher. Two perspectives, but both equally important to the implementation of career education.

Program Planner

The program planner has the responsibility of keeping in perspective the total school program while planning the infusion of career concepts within the curriculum. This person bears the accountability for the systematic development of career education along with reading, math, etc. The planner analyzes:

- Where does this fit in the total curriculum?
- What is a logical scope and sequence of career objectives?
- What should the total career education program K-12 look like?
- How does this fit with what is already in the classroom?
- What kinds of activities should occur in the classroom, in guidance, in vocational programs?
- How does this interrelate with the other basic goals of education?

Until these questions have been carefully analyzed and a program design developed which includes infusion into the total program, it is very difficult for teachers to implement activities in the classroom.

Weaving or infusing into the total school program means building career concepts K-12 in a consistent and developmental system, within the instructional design of the school district. It is possible to have many isolated career-related activities occurring in classrooms without all this, but a developmental program is necessary to ensure accomplishment of student goals by *all* students, at *all* grade levels. Reading and math skills are not developed by random experiences nor should preparation for the world of work be developed by random experiences. If the total concept of career education is to become infused permanently within the school program, it will require a comprehensive systematic plan.

It is the responsibility of the program planner to develop this plan with input from those involved in the instructional delivery system and members of the community. Main components of such a plan should include:

- Program design
- Clarification of roles and responsibilities
- Curriculum development
- Staff development
- Community involvement
- Evaluation.

Development of a plan will facilitate concept implementation and provide needed direction for those persons involved in the delivery system. It will provide an overall framework and ensure that all outcomes are included in the developmental process, and that career education will not overburden the curriculum, but will take its place as an equally important goal of education among the basic goals as we work towards the development of the total individual.

Classroom Teacher

Once an overall plan has been established, it becomes easier for the teachers to understand what they are being asked to implement. They no longer need to question:

- *Who is going to do this?* It is a collaborative team effort.
- *Where does it fit into what I am teaching?* It fits where it can illustrate and enhance the meaningfulness of the instructional content.
- *How many minutes a day?* There is not a set time limit. The career concepts fit within the curriculum wherever they apply as part of the sequence of content. Career education does not have to happen every single day or every minute but only where applicable.
- *Do I include information about all jobs?* It is impossible for every teacher to cover the multitude of occupations available. A program theme structure per grade level and /or subject area often helps to provide a wide exposure to the world of work.
- *Do I include this in every subject?* Career education is a thread that weaves through all subject areas. The amount of inclusion in each subject area depends on the applicability to instructional content. A comprehensive plan can ensure that career education does not overburden any one subject area.
- *What do I drop to put this in?* Nothing needs to be dropped. It is not an either/or situation. The teacher simply matches a career outcome or theme with an applicable instructional objective and plans an activity that accomplishes both at the same time. Career education provides the motivation for learning subject content skills.
- *What exactly is it you want me to do in my classroom?* A teacher who understands the concept of career education and its importance as one of several basic goals of education can infuse career-related student outcomes as part of the teaching/learning process. The process of infusion into the everyday curriculum becomes a planning process involving a few steps:
  - Awareness of the student career outcomes or themes for the grade level or subject area
  - Awareness of the instructional content and objective for each subject
  - Matching an instructional objective with a career outcome
  - Planning an activity that combines the instructional and career objective
  - Evaluating the activity.

This process is best clarified by some examples typical of grades 3, 8, and 11. For each grade, a basic language arts or math skill is stated first, and a Career-Related Activity follows.

Grade 3

Given a two or three word sentence, the child will orally expand the sentences with words or phrases which tell how, when, where, why.

Expanding sentences: The child uses words or phrases. For example: how, when, where, why to orally expand two or three word career-related sentences, Transportation—

- The pilot flew.
- The airplane mechanic worked.
- The astronaut blasted off.

Grade 8

Given sentences with words and meanings, the student will underline the correct meaning by using context of the sentence.

Context clues: Give students a worksheet containing sentences that include a job title with a descriptive phrase of that job. The student will identify the word or words that unlock the meaning of the job. For example:

1. The CARTOGRAPHER *drew the map* carefully.
2. Leonard's uncle, an ARCHAEOLOGIST, *classified the fossils* as coming from the Paleozoic Era.
3. Mary's mother felt that Mary should have her *teeth straightened,* so she sent her to an ORTHODONTIST.

Grade 11

Given a teacher-prepared list of selected titles of class readings, the student will write one-sentence statements of the main idea of each selection.

Finding main idea: Assign students to read magazine articles and/or pamphlets related to lifestyles of the job cluster of his/her choice. After reading, student will write one sentence statements of the main idea of each selection.

Grade 11

Given a set of directed rational numbers and a number line, the student will graph on the number line the point corresponding to each rational number.

Graphing directed numbers: Have each student choose a stock from the quotations page of the newspaper. For two weeks, each student will graph the stock price as it goes up and down to illustrate positive and negative numbers. The students will then compute how much "n" shares of stock cost at the beginning price and how much "n" shares of stock sold for at the ending price.

Grade 8

Add, subtract, and multiply using addends involving tenths, hundredths, thousands.

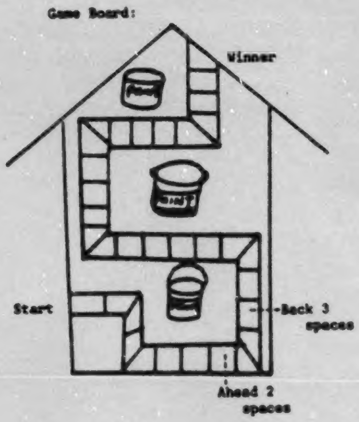
Decimals: The payroll check is very important. How the payroll is figured is important to the worker and to the employer. Have students reinforce skills by the following worksheet.

Grade 3

Given the sum and one addend of subtraction facts through 18, the student will give the fact.

Reinforce addition and subtraction facts.

Be a painter—paint your way through the house



Directions:

1. Each child selects a card.

2. First the child must name the tool on the card, if he or she does not know the tool, he/she loses his/her turn.
3. Then the child—given the sum and one addend of the subtraction facts—must give the fact.
4. If the student gives the correct answer—he/she moves one space.
5. The first person to reach the top is the winner.

Employee						Reg. Hr. Rate	Overtime Rate	Total hrs. worked		O.T. Wages	Reg. Wages	Total Wages
	M	T	W	T	F			Reg.	Overtime			
A	8	9	8	7	9	$2.88	$4.32	39	2	$8.64	112.32	120.96
B	8	8	9	8	8	$2.96						
C	9	8	9	9	9	$3.10						
D	8	8	8	8	8	$2.45						

Unit IV
Career Education Concepts To Be Infused

Section A

Occupational Information

Information about careers in business and office occupations is inexhaustible. It is always changing. The materials included in this section were selected to give business teachers at the exploration and preparation phase of career education information about as many careers as possible within the scope and purpose of the Handbook. Materials were selected to give teachers ideas which might be of most value to their students. Some of the materials can be used in conjunction with materials in other sections, particularly the sections on Job Getting/Maintaining, Career Decision Making, and Self-Appraisal—Values.

The materials on Job Information by Job Titles were developed in Kansas and Florida. The formats used by the two states vary, but the information is comparable and applicable for people in other states. The kind of information can be readily applied to job titles found in other states. Information regarding salaries has been intentionally omitted because it soon becomes dated and because it varies from region to region with the economy and with the supply and demand for particular kinds of office workers.

The job titles are presented in alphabetical order rather than in "family groups." It was found that in trying to group jobs by "family groups," some jobs overlapped several families. All of the Kansas titles give related occupations for each job. The Florida titles indicate career ladders where appropriate and even give some teaching/learning activities for some jobs. Individual users can construct career ladders, using these materials, for specific "family groups" when working with selected groups of students or with individuals.

Several activities are presented which are designed to assist teachers and students in researching information about jobs. Forms given in the activities can not only be used with the specific activities as given, they can easily be used alone or with other activities. Although the activities have some overlap in content and tasks to be done, they provide several approaches to studying jobs which can be effectively utilized at different educational levels in the exploration-preparation phases.

Career Investigation

SAMPLE GENERAL OBJECTIVE:

Based upon findings from the career investigation unit, the learners will be able to state a career goal which is appropriate for his/her individual aptitudes and interests.

SAMPLE SPECIFIC OBJECTIVE:

At the completion of the career investigation unit, the learner will be able to describe in writing the major duties for his/her career choice as listed in *The Dictionary of Occupational* Titles.

Teacher should prepare specific performance objectives for this unit.

SUGGESTED UNIT OUTLINE:

1. Self-examination of interests, aptitudes, skills, needs.
2. Investigation of office careers:
   a. Job duties of various careers
   b. Personal qualities, educational requirements, necessary skills
   c. Present and future job outlook; how and where to get jobs.
3. Individual development of a career goal.
4. Development of a "Career Ladder"—entry-level job and job steps which might lead to the career goal.
5. Development of a plan for each student which will help him/her attain skills and knowledges necessary to perform job duties for his/her career goal (or, at a minimum, for the entry-level position leading toward the career goal).

SUGGESTED TEACHING TECHNIQUES:

1. Student may compose a self-profile including information such as family and personal data, educational history, goals and plans for the future, etc. (See Values—Self-Appraisal Section.)
2. Student may investigate office careers by doing an independent career research project based upon readings, interviews, and so on. (See Career Research Project.)
3. Student may conduct a job analysis by interviewing a person employed in an office career of interest to the student. The job analysis can be an independent project or can be done in conjunction with the career research project above. (See Job Analysis Questionnaire.)
4. Student may visit an office to observe and summarize findings of tasks performed by employees, environment of office, etc. (See Observation Guide.)
5. Student may participate in a "work day" project by spending a day (or several days) in an office observing or actually working. (See Work Day Project.)
6. Field trips may be arranged to various types of businesses within the community to give the student insight into types of careers available locally.
7. Representatives from business may be invited to class to speak on the jobs available locally, job requirements, etc.
8. Student may participate in class discussions evolving around assigned readings on office careers. Booklets such as *Planning Ahead for the World of Work, Can I Be an Office Worker?* and/or *The Office and You . . . Careers* are good sources for this activity.

References:

Career Planning. 3M Company, Visual Products Division, 3M Center, St. Paul, MN 55101. (Color transparencies, $35).

"Can I Be an Office Worker?" General Motors Corporation, Education Division, Detroit, MI. (Paperbound booklet, available upon request).

Dame, Patrick, Grubbs. *Exploratory Business, Distributors, Clerical, Accounting/Data Processing, Stenographic Occupations*. Fifth edition. New York: Gregg/McGraw-Hill Book Company, 1971.

Dictionary of Occupational Titles (DOT), Vol. 1 and 2. Third edition. Washington, D.C.: U.S. Department of Labor, 1965.

Encyclopedia of Careers and Vocational Guidance, Vol. 2, "Careers and Vocational Guidance."

Morrison, Phyllis. "Opportunities in Today's Office." *A Career in the Modern Office*. Book I, II, III, IV. New York: Gregg/McGraw-Hill Book Co., 1969.

Occupational Outlook Handbook. U.S. Department of Labor, Bureau of Labor Statistics. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Planning Ahead for the World of Work. ERIC Report (ED-50272), ERIC Document Reproduction Service, Computer Microfilm International Corporation, P.O. Box 190, Arlington, VA 22210.

Ristau, Robert. *Exploring Clerical Careers*. Cincinnati: South-Western Publishing Co., 1974.

Reed. *Exploring Secretarial Careers*. Cincinnati: South-Western Publishing Co.

"The Office and You . . . Careers." Administrative Management Society, Willow Grove, PA 19090. (Reprints available: 1-50 copies @ $1 ea.; 51-100 copies @ $.75; 101 or more @ 50¢).

The Secretary. 1103 Grand River, Suite 140, Kansas City, MO 64106.

Today's Secretary. 1221 Avenue of the Americas, New York, NY 10020.

Vocational Education and Occupations. U.S. Office of Education (USOE), 1969, #80061.

OTHER SOURCES:

Michigan Employment Security Commission, Local Office.

National Secretaries Association, 1103 Grand Avenue, Kansas City, MO 64106.

FILMSTRIPS:

"The Secretary in a Changing Business World," *New York Times*, c/o Teaching Resources Films, Bedford Hills, NY 10507.

Career Research Project

Nature and Scope of Project:

The Career Research Project will give you an insight into the requirements and duties necessary to achieve a career goal. Choosing an occupation which will provide you with a livelihood and give you job satisfaction is one of the most important decisions you will make. You must make this decision carefully and wisely. You will find out that limitless job opportunities are available as you are doing the research.

You are going to investigate the requirements and opportunities that are available to you. Also, your research will be one of the components to help you and your teacher plan and individualize your instruction. This will assist you in acquiring the skills and knowledges necessary for the career goal you have chosen at this time.

References:

In order to complete this project, you may find it desirable to use one or all of the following sources:

1. *Dictionary of Occupational Titles* (DOT)
2. *U.S. Office of Education* (USOE), *Vocational Education and Occupations*
3. *Encyclopedia of Careers and Vocational Guidance*, Vol. 2, "Careers and Vocational Guidance."
4. *Occupational Outlook Handbook*
5. *A Career in the Modern Office*
6. Any other reference book located on the reference shelf which has a section on working in an office.
7. Articles in magazines from the school library which deal with careers or jobs.

Time Limit:

The typewritten rough draft will be due in two weeks; final copy in typed manuscript form will be due two weeks later. Total: four weeks.

Sequence of Steps:

1. From the following suggested job titles, choose three (3) career goals in which you now feel you would be most interested. You may also choose others not listed here but included in the secretarial or clerical areas.

   Clerk Typist
   Stenographer
   Typist
   Receptionist
   File Clerk
   Secretary
   Billing and Payroll Clerk
   General Office Clerk
   Office Machines Operator
   Keypunch Operator

   Your choice is only a tentative one at this time, but upon completion of your research you will be able to make a more specific career choice.

2. Type your rough draft report to include the following items:
   a. Describe the type of work involved with each career choice.
   b. List necessary personal qualities.
   c. List any educational requirements.
   d. List necessary skills, such as typing.
   e. Describe how and where to get such jobs.
   f. Indicate the entry-level jobs that might lead to your career goal.

3. Type the final copy of your research project in an acceptable manuscript form. Use footnotes. You must have at least two (2). Include a bibliography of your report listing all references you used. You must have a minimum of three (3) references in the bibliography section of your written report. Use side headings to make it easier to read your report.

Evaluation:

Your written report will be evaluated according to the following:*

1. Completeness of project
2. Mechanics of writing (spelling, punctuation, paragraphing, word division, etc.)
3. Typed in acceptable manuscript form
4. Inclusion of all *sequence of steps* directions followed
5. Content (readability, accuracy of information, job- and self-analysis).

* Teacher may assign different weights to each of the criteria for evaluation.

Job Analysis Questionnaire

(For clerical and related positions)

Person interviewed ______________________________ Date ____________________

Company name ____

Name of immediate supervisor ______________________________________

JOB TITLE ______________________________

DEPARTMENT ______________________________

DOT Code No.* ______________________________

JOB DEFINITION: (Per *Dictionary of Occupational Titles*)*

DESCRIPTION OF JOB: (List work performed in addition to the DOT definition; also, delete from the DOT definition any activities not performed.)

CONDITIONS OF EMPLOYMENT:

Working hours: From ________ to ________

Days per week: ____________

Overtime: Never _____ Seldom _____ Frequent _____ Average no. of overtime hours _____ Per (week, month) _____

Pay Scale:

Salary range (yearly): Minimum ________ Maximum ________

Bonus pay ________ Explain nature of bonus or incentive pay: ______________________________

Overtime pay scale: ________

Is union membership required: ________ Dues: ________

Name of Union (if applies): ______________________________

Fringe benefits:

What fringe benefits do you receive: Group hospitalization _____ Life Insurance _____ Discount on purchases _____

Use of company recreation facilities _____ Pension _____ Other—please specify: ____________________

No. of sick leave days per year: ________

Personal leave days per year: ________

WORK ENVIRONMENT:

Physical working conditions: Are the surrounding conditions agreeable? _____ Disagreeable? _____ In what ways do disagreeable conditions affect your job? Noise _____ Cold _____ Hot _____ Changes in temperature _____ Dirt or dust _____ Humid _____ Dry _____ Inadequate ventilation _____ Hazards _____ Other (list): ____________________

Social aspects of job: (Indicate frequency using the code below)*

Do you: Work alone _____ Work with others _____ Work around others _____ Work under pressure _____

*Code: 0-never 1-occasionally 2-frequently 3-constantly

Number employed in your department: ________ Female ________ Male

WORK REQUIREMENTS:

Education required for the job: (Indicate schooling necessary)

Grammar school _____ 2 years high school _____ 4 years high school _____ Business school _____ College _____

Particular courses required for job: ______________________________

Experience required for job:

If previous experience required: No _____ Yes _____ If yes, explain: ____________________

Previous jobs held: ______________________________

Describe unique skills needed for the job: ______________________________

Describe any training given on the job: ______________________________

Outside related hobbies: ______________________________

Length of time with this firm: ______________________________

PERIODIC DUTIES OF JOB:

What jobs are performed on a *weekly basis?*

What jobs are performed *monthly*?

What jobs are performed *occasionally*? (no specific time)

What kinds of equipment are used? Show, also, the approximate percent of time you devote to each.

Name of equipment	*Brand name*	*Percent of time*

RESPONSIBILITY OF JOB:

Supervision: Received from (job title): ______________________________

Occasionally _____ Daily _____ Hourly _____

Do you supervise others? No _____ Yes _____ If yes, how many? _____

Occasionally _____ Daily _____ Hourly _____

Are you responsible for the work of others? No ______ Yes ______

How many? ______ What is the nature of your responsibility? ______

Are you responsible for contact with the public? Never ______ Occasionally ______ Frequently ______ Continually ______

What is the nature of your responsibility? ______

Who do you contact *regularly* as part of the job?

CONTACTS WITHIN THE COMPANY	CONTACTS OUTSIDE THE COMPANY.
______	______

Do you have responsibility for the care of equipment? No ______ Yes ______

If yes, what is the nature of the responsibility?

List any other responsibilities of the job not covered above?

What is the next position (job title) in the line of promotion from your job? ______

What are the requirements for promotion? ______

New duties if promoted: ______

COMMENTS: Give additional information which has not been covered and which may assist in a better description of your job.

Observation Guide

Your name ______ Date observed ______

Your career goal ______ Career observed ______

Place of business observed ______

Department observed ______ Person observed ______

I. Kind of Business (fill in)
  A. Sales of ______
  B. Manufacturer of ______
  C. Services ______
  D. Personnel ______
  E. Credit ______
  F. Other ______

II. Employees (fill in)
  A. Mostly men ______
  B. Both men and women ______
  C. Age bracket ______
  D. Number of women in the office ______

III. Supervisor (fill in)
  A. Number of people who supervise the person you are observing ______
  B. Does the person have freedom within the office ______

IV. Tasks performed (fill in)
  A. Business machines ______
  B. Duplicating machines ______
  C. Filing ______
  D. Mailing procedures ______
  E. Math ______
  F. Shorthand ______
  G. Telephone techniques ______
  H. Typing ______

V. Environment (description)
  A. ______
  B. ______
  C. ______

VI. Wages (fill in)
  A. Salary ______
  B. Hourly rate ______
  C. Overtime ______

VII. Fringe benefits (fill in)
  A. Medical coverage ______
  B. Vacations ______
  C. Coffeebreaks ______
  D. Other ______

Work Day Project

Nature and Scope of Project:

The work day project will give students an opportunity to spend a day (or several days or a week) in an office observing and/or actually doing office work.

(Prior to announcing the work day project, the teacher must gain the cooperation of local businessmen in allowing students to visit their offices. The teacher might speak to a group of businessmen at a luncheon in order to explain the project, or she might write a form letter requesting their participation in the project.)

Sequence of Steps:

1. From a list of offices which have agreed to participate in the work day project, let students choose where they wish to visit.
2. Each student should compose and mail a letter confirming the invitation. Each one should use school letterhead, make a carbon copy, and enclose an envelope addressed to you (the teacher) at the school address with his/her own name in the attention line on the envelope.

   Students should request the following information in the letter:

   a. The office or position to which they will be assigned.
   b. The company or office hours.
   c. Person to whom they should report.
   d. Lunch facilities available.
3. (Prior arrangements must be made with the necessary school officials for release from other class time.) A class discussion of manners and etiquette should precede the work day project since students are generally taken out to lunch. Students should also be required to adhere to the office hours for the entire day of the work day project.
4. When the student receives a reply, the information should be put on a card of introduction which she will take when reporting to the office for the work day. The reply should be filed with the carbon copy of the letter the student sent. It should be placed in the student file.
5. About a week before the date of the student's visit, the student should send a postcard to the office to remind them about the visit.
6. After the work day project, each student should compose and write a report about the visit. Each student should also write a thank you letter to the office visited. Students may be required to present an oral report to the class or at least to participate in class discussion of the work day.

Bulletin Board Idea

See next page for illustration.

Colors: Any combination will work, but Marilyn Busa of Glenview, Illinois, who submitted the bulletin board idea, used a green background, yellow circles, brown drawings, and black lettering.

Method: Make transparency of symbols.
Tape construction paper on classroom wall.
Project symbols onto construction paper.
Trace symbols.
Cut out and fill in with magic marker.

Source of drawings: *Career Education Activated by Business Educators in Illinois*, published by the Illinois Business Education Association, 1973, page 4.

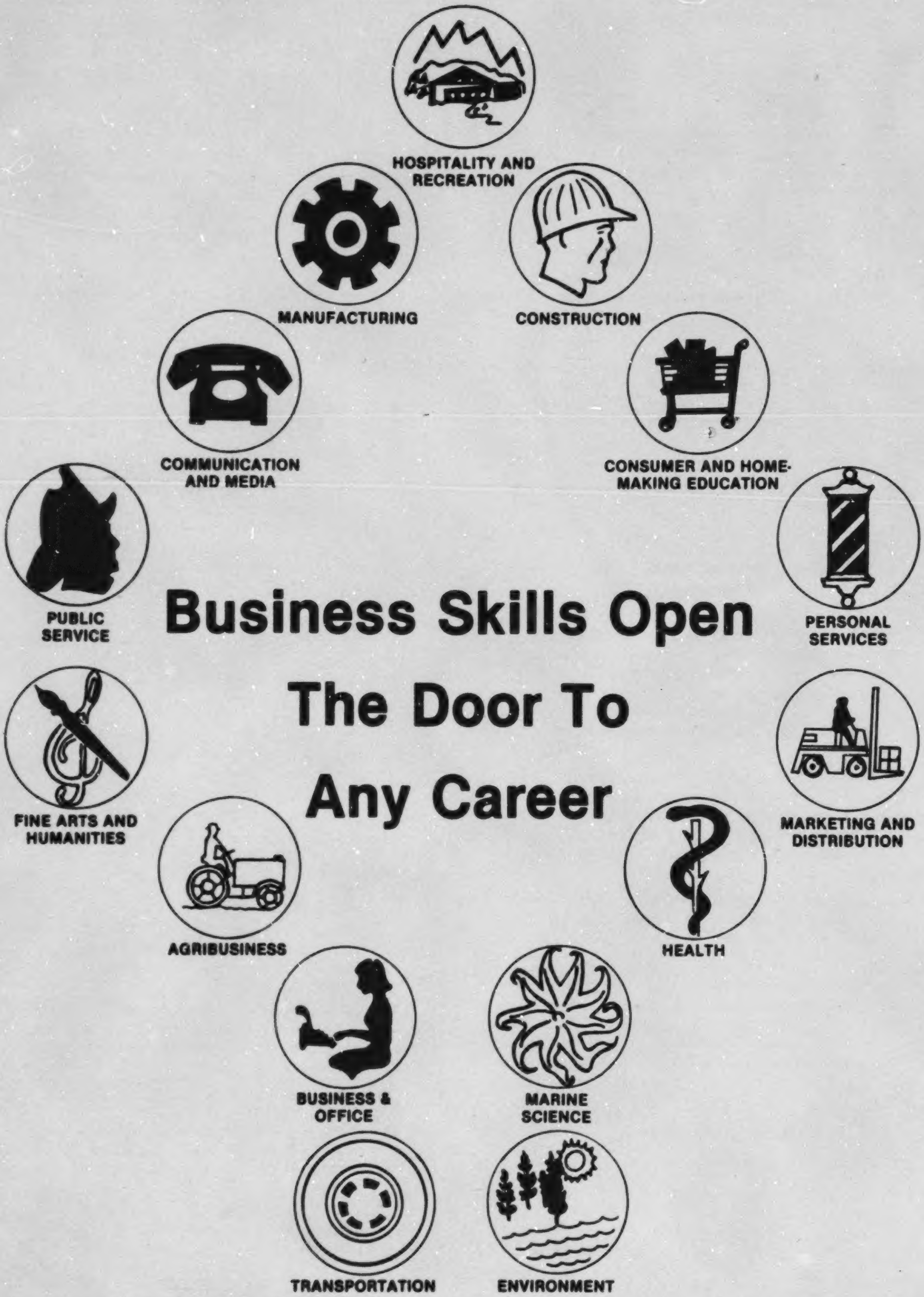
Objective: To serve as an introduction to a unit on careers and how they relate to business skills.

Sources of Job Information

Some of the sources of job information are listed below. Brief comments on their characteristics may help you choose the ones best suited to your needs.

1. State employment services
   - ____Have more job listings in more occupational categories than any other single source.
   - ____Know about area job openings, even among employers who have not listed their openings with the employment service.
   - ____Have approximately 2,200 local offices conveniently located in all parts of the country. Many operate computerized job banks to match people with jobs.
   - ____Provide national registers for selected professional occupations, such as economist, librarian, and anthropologist.
   - ____Provide placement service at national professional conventions.
   - ____Operate a Professional Placement Network with 103 centers located in the larger metropolitan areas, whose sole function is to find positions for professional people. They have listings of job openings throughout the nation in some 50 occupations and can help find the best opening for you whether it is located nearby or across the country.
   - ____Offer counseling and career consultation.
   - ____Provide aptitude and proficiency testing.
   - ____Have daily contacts with thousands of employers.
   - ____Accumulate and distribute local, statewide, and national labor market information.
   - ____Charge no fees.
2. School or college placement services
   - ____A productive source for professional openings.
   - ____Usually available only to students and alumni of the school.
3. Want ads in newspapers, professional journals, and trade magazines.
   - ____Provide a broad range of definite openings.
   - ____A large share of listings in magazines devoted to your field likely to be for jobs you are qualified to fill.
   - ____Descriptions of jobs may not be detailed enough for you to decide whether you are qualified.
   - ____Analysis of the ads provides information about the extent of employment activity in your field throughout the area.

Bulletin Board Showing Career Opportunities



4. Industrial and craft unions
    ____Have exclusive hiring authority for some firms.
    ____Each deals with a limited number of occupations.
    ____Productive source for members, particularly those with seniority.

5. U.S. Civil Service Commission
    ____Handles U.S. Government civilian jobs.
    ____Fills jobs in a wide variety of professional, technical, clerical, craft, and other occupations.
    ____Positions are located in Washington, D.C., throughout the United States, and overseas.
    ____Jobs are filled on a merit basis as determined by the result of written examinations and ratings of experience and education.
    ____Examinations are given several times a year in cities throughout the nation. Tests for entry-level professional positions are conducted at many universities and other schools.
    ____Most post offices have application forms and information on job opportunities.

6. Private employment agencies
    ____Usually specialize in a few occupations.
    ____Some charge applicants a fee for registration or placement; others collect fees from employers.

7. Yellow pages of telephone directory, industrial directories, and Chamber of Commerce lists
    ____Sources of names of firms that employ workers in your field and other information useful in applying to them.

8. Professional associations
    ____Useful for specialized occupations.
    ____Listings available at libraries.

Planning a Career

To the student: As you continue your studies and observe people in the world of work, you will find that there very likely will be several job possibilities for you. Here is an opportunity to give some thought to what you want to do in the future and to study one particular occupation that has special appeal right now. The chart below can help you make a preliminary selection of an occupation to study in greater detail. (If there is no one particular occupation that is of special interest right now, select an occupation that you know little about and look into it.)

OCCUPATIONS IN THE BUSINESS WORLD

FIELD OF WORK	EXAMPLES OF BEGINNING JOBS	EXAMPLES OF TOP JOBS IN THE FIELD
Accounting and Bookkeeping	Accounting Clerk	Chief Auditor
	Bookkeeper	Certified Public Accountant (CPA)
	Cashier	Comptroller
	Accounts Payable Clerk	Teacher
Data Processing	Control Clerk	Data Processing Manager
	Data Entry Operator	Computer Programmer
	Tape Librarian	Engineering Supervisor
	Computer Operator	Teacher
General and Clerical	Duplicating-Machine Operator	Office Services Manager
	File Clerk	Receiving and Shipping Supervisor
	General Office Clerk	Chief Records Clerk
	Receptionist	Teacher
Marketing and Merchandising	Salesperson	Buyer
	Cashier Checker	Store Manager
	Warehouse Worker	Executive
	Order Selector	Teacher
Secretarial and Stenographic	Word Processing Operator	Administrative Assistant
	Correspondence Clerk	Word Processing Supervisor
	Stenographer	Executive Secretary
	Transcribing Machine Operator	Teacher

To study the occupation that you have selected, complete the activities that follow in Looking into an Occupation.

LOOKING INTO AN OCCUPATION

Select an occupation in which you are currently interested. You may select any job connected with business; or you may select a nonbusiness occupation, such as that of a nurse, teacher, carpenter, mechanic, artist, airline pilot, fire fighter, entertainer, beautician, dentist, or lawyer.

Obtain the kinds of information suggested in the sections that follow, and write the information as neatly and as clearly as you can.

Title of the Occupation ______________________

A description of the occupation. Make a list of duties you learn about that are performed by a worker in this occupation. Add to this list from time to time as you obtain additional information.

Features I like and don't like about the occupation. What people like and don't like about an occupation is an individual matter. What is good for one person might not be good for another; almost every job has both good and bad points depending on the individual. Some of the things people like or don't like include: indoor or outdoor work, mental or physical activity, desk work, variety or routine, travel, pressure, advanced training or education, work alone or with others, and close supervision. List the features you like and don't like about the occupation you have selected to study.

WHAT I LIKE	WHAT I DISLIKE

Discuss your likes and dislikes with others; try to determine the importance or unimportance of each one. Review your lists from time to time to see if they change.

Other information about the occupation:

Present and projected need for workers in this occupation:

Education and training required:

Salary levels and compensation:

Opportunities for promotion and advancement (career ladders):

Career Games

What's My Line - Panel game. Choose five or six members of the class to make up the panel. Another student assumes the role of a particular worker. The panel questions the "contestant" and tries to determine his occupation.

To Tell the Truth - Variation of television game having three contestants of which only one is "telling the truth." The class must ask general probing questions in search of the correct person. A time limit could be established during the questioning of each contestant. One student will assume the role of a career that he has researched and the other two contestants should try to fool the class as best they can.

Who, What or Where? - The categories "Who", "What" and "Where" are written on the board. Three contestants are chosen. Each contestant is allowed a total of 50 points to bid. He can wager 50 or any lesser amount under one of the three categories. For example, contestant #1 writes "Who" for 40 on his paper, Contestant #2 writes "Who" for 50, and contestant #3 writes "What" for 20. Contestant #3 has a chance to answer the "What" question and contestant #2 wins the "Who" question with the highest bid. Missed questions result in less of the points bid. When a player reaches zero points he is out of the game and a new contestant is chosen to replace him.

Password - Have four students come to the front of the room and pair them off. Each pair then should be given one card with a career term on it. Only one person in each pair gets to see the word and he must then, in turn, give his partner a one word clue from which the term is guessed. If this person does not guess the word, then the other pair has a chance at the term. A point system determines the winner.

Twenty Questions - One student is selected to think of a specific career. The class is allotted a total of 20 questions to recognize the career. Answers must only be a yes or no.

Career Chain - One pupil starts with a career word, such as "carpenter." The next pupil must say the first word (carpenter) and then give a related word. For instance, he might say, "Carpenter, hammer." The next pupil must repeat the given words in order and give another related word. He might say, "Carpenter, hammer, nail." The game continues as such.

Name That Job - "I'm thinking of a person who works for the government in the area of public transportation. He spends most of the time in the air." The child that gives the right answer becomes the leader.

Jeopardy

Public Service	Business Office	Health	Transportation	Construction	School
$10	$10	$10	$10	$10	$10
$20	$20	$20	$20	$20	$20
$30	$30	$30	$30	$30	$30
$40	$40	$40	$40	$40	$40
$50	$50	$50	$50	$50	$50

Select three players. First contestant selects a number under the job category of his choice. The teacher then gives the *answer* to the question. (Student chooses "Public Service $30. The teacher gives answer "Policeman".) The student must, in ten seconds, provide the question which the teacher has just answered to win the $30. (Who directs traffic?) If the student misses, the other two contestants are given an opportunity to answer. The first contestant must forfeit the $30 or go "in the hole." The contestant who makes the last correct answer is allowed to select the category and amount for the next question. The teacher should allow five to ten minutes for each game. The student with the most money at the end of the game wins.

Occupational Squares - Choose nine people to represent nine different careers. They each sit in a Tic Tac Toe position and represent their career. Divide the remaining classmates into two groups (X and O). The first person on Team X asks a yes or no question to any square. After the response, Team O asks a question. Each team consecutively asks questions until one team thinks they know the occupation. Then they may take their turn to ask "Are you a ______?" If they guess the occupation correctly they get the square. If they miss, their opponents get the square.

Clue - Make picture cards of equipment related to special careers. (Example: Picture of a hammer.) Hold up a clue card. Each student then guesses the related career.

Bingo - Many variations.

Concentration - Have pupils match workers to tools on a "Concentration Board."

Occupational Grab Bag - The pupil draws a job card and must act it out or explain duties involved.

Alphabetical Occupations - Use letter cards. The pupils must give an occupation which begins with the letter drawn.

This Is Your Life - Have a pupil choose a career and have another pupil tell about his classmate's life.

Commercial Games: *Stocks and Bonds* - Parker Bros., *Careers* - Parker Bros., *Dig* - Parker Bros., *Life* - Milton-Bradley, and *Monopoly* - Parker Bros.

Exploring Business Careers

The general and specific objectives of this unit are as follows:

General Objectives

1. To acquaint students with selected career opportunities in business.
2. To help students assess societal needs for selected business occupations.
3. To recognize behaviors and traits which will enable students to interact with many variables in the business world.
4. To determine job performance standards acceptable to business employers.

Specific Objectives

1. To realistically appraise the advantages and disadvantages of selected business careers.
2. To identify the average salary of selected business careers.
3. To identify realistically the existing and emerging job titles in business occupations.
4. To identify qualifications or prerequisites for attainment of selected business careers.

REPRESENTATIVE ACTIVITIES

Activities are the means by which the objectives are implemented; they go hand in hand with the content and resources toward the attainment of concepts, skills, and attitudes. Activities may be primarily mental, or they may be psychomotor or social. The selection of activities involves choosing those which help develop skills, knowledge, and attitudes in the learners as well as provide varied experiences for the learners.

Exploring Job Availabilities

To make the exploration of job availabilities more realistic, the following activities will be presented:

1. Explore local job availability with students in a specific, practical way through the use of newspaper want ads. Want ads in the local newspaper are a valuable source of information. They indicate the types of work available, the qualifications required for specific jobs, and a running account of how often a need occurs for new employees in a particular line of work.
2. Visit employment agencies to discover positions available and personality qualifications. This activity not only shows the job available, but also teaches students in a practical way what they must do personally to qualify.
3. Individually encourage students to seek job information through personal friends, friends of family, etc. Each source should be asked about the routine involved and the requirements of particular work. In addition, parents and school personnel can offer constructive ideas.
4. Investigate state and national business opportunities through state merit standards and civil service criteria.
5. Distribute and discuss printed brochures which tell of career opportunities in various types of business.
6. Provide occupational information to parents of students in PTA meetings or at open house programs.

Exploring Student Interests

One of the major needs of every individual as he explores career opportunities is to know himself thoroughly—his assets and liabilities—in order to accept himself as he is and to make the most of the abilities and opportunities he has. The following activities will help each student in exploring his interests:

1. Have students list everything they like to do and rate each one according to depth of interest. Also have each student make a similar list of the activities he strongly dislikes.
2. Have students assess their ability to get along with people. Does the student really like all kinds of people and enjoy being with them, and do they seem to like him?
3. Have students list their favorite subjects in school. In what areas has the student made the highest grades and found the keenest interest? Also have students list their weak subjects. These can show lack of interest and/or ability in some requirements for specific jobs.
4. Have the student list extracurricular activities or failure to participate in them. The student might be guided to explore the reason for nonparticipation, if such is the case.
5. Have students list the activities that have, in the past three years, given the greatest satisfaction or feeling of accomplishment.

Exploring Job Programs, Requirements and Performance

Once a student has decided on a particular occupation, it is necessary to further explore the education and training requirements, available programs, and performance requirements for employment.

1. Invite guest speakers to attend classes to express their ideas and philosophy on successful employment and to answer questions.
2. Invite to the class graduates of business education programs who hold relatively high positions in business.
3. Arrange for members of the class to visit a place of business where they can see and have explained the overall functioning of the organization. Here, too, students can observe acceptable dress, behavior, and work standards.
4. Incorporate simulation into appropriate classes discussing correct and proper attitudes related to employer-employee relationships.
5. Have students list the educational background required for specific employment in a selected business career.
6. Distribute and discuss manuals used in local business firms.
7. Provide a special "career day" for employment personnel to discuss entry-employment opportunities.
8. Provide a second "career day" for colleges to present departmental programs, entrance requirements, and job openings.

SAMPLE LESSON PLAN

Teacher: Carol Hoffman
Subject: Clerical Practice
Unit: Selected Business Careers
Date: October 12, 19__

Objectives for Day:

1. To be able to ask relevant questions in a personal interview.
2. To be able to assemble questions for a personal interview in order to obtain occupational information.

Materials: Copies of the "Interview Readiness" list

Activities: Time:

1. Review with the students the following aids in asking questions and give examples of each point stressed. 15 min.
   a. Write down questions so you don't forget what you want to ask.
   b. Ask the question in a complete statement so the person who has to answer is not trying to second guess what you want to know.
   c. Use correct grammar.
   d. Act interested while the person is talking and answering questions you have asked.
   e. Listen to what the person has to say.
   f. Make the question short and concise.
   g. Act self-assured, be confident.
2. Divide the class into groups. Have the students consider the kinds of questions they will ask in an interview to obtain occupational information. Let them make up questions, use reference material, and make up their own lists of questions to ask. 20 min.
3. Each group will role play the greeting (handshake, what to say, etc.) for the interview. 25 min.
   a. Stage an interview with a student who will portray some of the following types: Joe College, hippy, shy, bashful, withdrawn, overconfident, too talkative, know everything, etc.
   b. Have students give their reactions to the staged interviews.

Assignment:

1. Leave on teacher's desk your list of interview questions.
2. Perfectly written (grammatically correct) questions will be marked with a "+" and returned; others will be corrected and returned. None will be recorded for grading purposes.

EVALUATION

An integral and ongoing part of unit preparation is the identification of the matters to be evaluated and means of evaluating the learners' accomplishments. Evaluation activities must be planned along with the rest of the unit preparation and placed at appropriate points in the unit.

First, the teacher should consider behaviorally expressed objectives to determine what and how to evaluate. Some attention should be given to evaluation in each day's plan. It might be decided to emphasize skill in discussion and on a given day evaluate the learners by using a grid:

	Listened: visibly gave attention	Participated: asked relevant questions	Contributed pertinent information	(1) answered questions	(2) volunteered additional information	Etc.
Learner No. 1						
Learner No. 2						

Not all knowledge, skills, and attitudes can or should be evaluated during the course of any single unit. However, selection could be made from the following samples of evaluation:

1. Students will be able to list five major components that contribute to the successful employment of a business occupation that interests them.
2. Students will be able to list the steps necessary to follow in the planning process for the development of their selected business career.
3. Students will be assigned a project which requires each student to visit a company in which he is interested and to report back to the class on pertinent data. A written summary of the experience will be turned in to the teacher.
4. Students will prepare a bulletin board display featuring literature, pictures, and other relevant materials on a selected business occupation.
5. Students will interact in role-playing situations in which they will deal with ways of coping or managing interpersonal relationships.
6. Students will select at least two business occupations of interest to them and compare salaries, experience needed, education needed, and current job openings.

VISUAL AND PRINTED RESOURCE MATERIALS

One of the more important provisions to make is that which brings each learner to use more than one source so that he learns and practices synthesizing. This can be built into a plan that has students spend one research period in the library using reference books, and one in the classroom using the text and other related materials. The third day can be spent in helping them with the synthesis.

Printed Materials

Anderson, Ruth. *Secretarial Careers*. New York: Henry Z. Walck, Inc., 1961. 106 pp.

Angel, Juvenal L. *Students' Guide to Occupational Opportunities and Their Lifetime Earnings*. New York: World Trade Academy Press, Inc., 1967. 290 pp. A realistic appraisal of education and its relationship to future employment and earnings. This book provides some information on job classifications, and encourages the reader to seek out additional information if needed.

Can I Get A Job? Let's Find Out. General Motors Corporation. Free. This book concerns itself with aspects of seeking employment and the attitudes, abilities, and desires of both employee and employer.

Denues, Celia. *Career Perspective: Your Choice of Work*. Jones, 1972. 202 pp. A guide to the process of self-analysis and evaluation and to the task of scrutinizing the world of work and making decisions.

Encyclopedia of Careers. Chicago: Ferguson Publishing Company. A two-volume set of careers and vocational guidance. It covers 71 major career fields and 650 individual occupations.

Forrester, Gertrude. *Occupational Literature: An Annotated Bibliography*. New York: H. W. Wilson Co., 1964. 675 pp. Contains references to approximately 5100 pamphlets and about 1500 books. Twelve hundred of these are free. A variety of career aids are also listed.

Giles, Lambert C. *Charting Your Job Future, Grades 9-12*. Chicago: Science Research Associates. A practical activity text which provides self-administered inventories to help students assess their interests, abilities and personality and relate to careers.

Haebich, Kathryn A. *Vocations in Biography and Fiction*. 1962.

Hoppock, Robert. *Occupational Information*. Third edition. 1967.

How To Prepare Yourself for Job Interviews. Pennsylvania State Employment Service. Pertains to office occupations.

Komisar, Larry. "The New Feminism," *Saturday Review*. February 21, 1970. Concerns the role of women in the world of work.

Lang, Carole J. *Handbook of Job Facts*. Chicago: Science Research Associates, Inc., 1972. 125 pp. An easily read book containing summaries of occupational data on 300 major careers. This helpful handbook gives the following information on each occupation covered: description of duties and functions; the main industries where jobs are found; number of men and women employed; educational and training requirements; qualifications needed to enter (abilities, aptitude, interests, and character traits); ways to find employment; line of advancement; earnings; and supply and demand.

Let's Explore Your Career. Maine Cooperative Extension Service, 1968. Designed to assist young people in self-analysis from the standpoint of interests, ability, and personality with relation to occupational choice.

Linneman, Robert. *Turn Yourself On: Goal Planning for Success*. Richard Rosen, 1970. Designed for the student who is not quite sure what he wants out of life.

NVGA Bibliography of Current Occupational Literature. Washington: National Vocational Guidance Association. Provides an up-to-date compilation of acceptable occupational and related materials which have been evaluated in accordance with standards developed by the National Vocational Guidance Association.

National Forum Foundation. *Discovering Myself*. American Guidance Service, 1964. For grades 9-12. One of a graded series of developmental guidance texts. Includes meeting difficulties, disappointments, and criticism; self-consciousness; understanding moods and impulses; relationships with others; the world of work; how much schooling; choosing high school electives; and vocational guidance.

Schuman, Patricia. *Materials for Occupational Education: An Annotated Source Guide*. New York: R. R. Bowker Company, 1971. 153 pp. An extremely useful reference book which provides current sources for obtaining materials on career information. The use of this book will greatly aid in locating curriculum materials from government agencies and private and professional organizations for occupational education.

Stone, Elna. *How To Choose Your Work*. Milwaukee: The Bruce Publishing Company, 1969. 64 pp. This book examines ways in which one can select a vocation in which he can be successful. Although it does not give specific individual job information, it does provide questions that are helpful in exploring one's personal qualities, skills, interests, and experiences.

U.S. Department of Labor. *County and City Data Book*. Washington, D.C.: Bureau of the Census. Published periodically. Contains statistical information about employment according to counties and cities.

U.S. Department of Labor. *Dictionary of Occupational Titles*. Washington, D.C.: U.S. Government Printing Office, 1965. Volumes 1 and 2. Volume 1 lists 35,000 job titles and 22,000 definitions. Volume 2 groups jobs according to work field, purpose, product, subject matter, industry, worker traits, and abilities.

U.S. Department of Labor. *Occupational Outlook Handbook*. Washington, D.C.: U.S. Government Printing Office, 1972-73 edition. 879 pp. Published every two years. Includes a section on "tomorrow's jobs," and over 700 individual occupational reports. Occupations are grouped into related fields.

U.S. Department of Labor. *Occupational Outlook Quarterly*. Washington, D.C.: Occupational Outlook Service, Bureau of Labor Statistics. Published four times a year, $1.50 per year.

Utah Department of Employment Security. *Job Information Series: Professional, Technical, and Managerial Occupations*. Utah: Utah Department of Employment Security, 1970-71. The occupational information contained in this book includes information on business-related jobs. It also provides career information covering: Descriptions of Job Duties, Education Needed, Physical Requirements, Job Openings in Utah in 1970, Number of Jobs in Utah from 1970-75, and Minimum and Maximum Earnings. This is an extremely helpful resource for the student.

Films and Filmstrips

Ben Franklin on Salesmanship. Jam Handy, 1961. 22 minutes. Presents Franklin's rules of good salesmanship and shows how he developed and employed them in his own life and times.

Career Planning in a Changing World. Popular Science Audio Visuals, 1963. Captioned filmstrip. Describes how work requirements and opportunities change with social and technological changes.

Careers in the Seventies Series. Doubleday, 1970. Series of thirteen 16mm films. Available individually or as a complete series. Provides information on opportunities in 12 job families plus one film on making a choice.

Foundations for Occupational Planning Series. Society for Visual Education, 1961. Five captioned filmstrips. *What Do You Like To Do? What Is A Job? What Are Job Families? Who Are You? What Good Is School?* Explains the importance of planning now for future jobs.

Looking Ahead to a Career. Occupational Outlook Service, U.S. Department of Labor, 1967. Set of 36 slides, free loan.

Preparing for the Job of the 70's. Guidance Associates. Two-part sound filmstrip. Shows how trends and developments of new products and services affect the market.

Preparing for the World of Work. Guidance Associates. Two-part sound filmstrip. Demonstrates the necessity of choosing vocations in line with aptitudes and interests, and investigates vocational education in the areas of agriculture, business and office, distributive, home economics, and trades and industry.

Tell It Like It Is. Sears Roebuck Foundation, 1968. Free loan. Career opportunities in the distributive occupations.

The Secretary: A Normal Day. Second edition. Coronet Films, 1966. Wide range of secretarial duties is covered, and interoffice relationships are stressed.

Your Job Outlook. Coronet Films, 1968.

Your Job: Finding the Right One. 13 minutes. Locating a job suited to your abilities. *Your Job: Applying for It*. 13 minutes. Interviews with workers and illustrations of correct procedures to follow. *Your Job: Fitting In*. 16 minutes. Case studies illustrate possible causes for being fired. Viewer has to put himself in the situation. *Your Job: You and Your Boss*. 16 minutes. Bosses and employees tell what they expect from each other. *Your Job: Good Work Habits*. 13 minutes. Interviews with high school graduates reveal good work habits. *Your Job: Getting Ahead*. 16 minutes. Experienced workers give tips on getting ahead.

Kits, Games, and Other Materials

Black and White. Psychology Today, March 1970. A frustration game which tries to measure a person's flexibility.

Career Planning. 3M Company transparencies.

Local newspapers, which include want ads and articles of interest.

Current local office manuals.

Bulletin board displays.

Job Opportunities in Accounting

During the next two weeks you will be studying the educational preparation needed for job opportunities in accounting. The activities in this packet are designed to supplement the classroom lectures, viewing of films, small group discussions, and other classroom activities to familiarize you with the accounting field.

It must be remembered that the work that you do should be to answer questions that you might have about the field of accounting. If there is something that you do not understand, ask for help.

VOCABULARY

Define the following words and terms, giving your own thoughts first, then follow with a definition from the dictionary, textbook, or occupational handbook.

1. Bookkeeping
2. Accounting
3. Bookkeeper
4. Accountant
5. Certified Public Accountant
6. Accounting clerk
7. Semiprofessional accountants
8. Professional accountants

The accompanying chart, RELATION OF ACCOUNTING ACTIVITIES TO CAREER OPPORTUNITIES IN A RECORDS SYSTEM, includes three kinds of information: the "routineness" of activities in a records system, activities performed in a records system, and three levels of accounting positions. The arrow beneath Routineness of Activities indicates that recording activities are generally routine, while interpreting activities are nonroutine. The information beneath Activities in a Records System describes typically performed accounting activities. The information beneath Activities Performed By provides a general indication of the kinds of work completed by three levels of accountants: accounting clerks, semiprofessional accountants, and professional accountants. Thus, career opportunities for accounting clerks are primarily in the recording and sorting phases of a records system, and the professional accountant spends his/her time interpreting the efforts of both accounting clerks and semiprofessional accountants.

You should view the duties of accounting clerks, semiprofessional accountants, and professional accountants as being different for each business. In small businesses, the accounting clerk may complete all summarizing work. Similarly, the semiprofessional accountant frequently performs both recording duties and interpreting tasks. If the levels of accounting positions are viewed as relative, you begin to get the sense of a hierarchy of career opportunities, and that is the important point to remember.

Relation of Accounting Activities to Career Opportunities in a Records System*

Routineness of Activities	Activities in a Records System	Activities Performed By		
		A.C.	S.A.	P.A.
Activities are routine	1. *Recording* financial information, including the origination of sales, purchases, receipts, payments, and similar records using pen, pencil, punched holes, or magnetic impressions.	/ / / / /	. . . —	. . . . .
↓	2. *Sorting* financial information, including the categorizing of sales, purchases, receipts, payments, and similarly sorted information.	/ / /	/ / / /	. —
↓	3. *Summarizing* financial information, including the reporting of total sales, purchases, receipts, payments, and similarly sorted information.	— . .	/ / /	/ / / /
Activities are nonroutine	4. *Interpreting* financial information that has been recorded, sorted and summarized. Interpretation takes the form of evaluating past performance and making business decisions that affect future operations.	. . . .	/ — . .	/ / / /

A.C. = Accounting Clerks S.A. = Semiprofessional Accountants P.A. = Professional Accountants

/ / / Indicates a frequently performed activity

. . . Indicates an infrequently performed activity

* Chart obtained from Dr. E. Brower, Temple University, Philadelphia, PA

CAREER OPPORTUNITIES

1. *Accounting clerks.* List job possibilities for accounting clerks, those types of occupations that require recording and sorting functions.
2. *Semiprofessional accountants.* List job possibilities for semiprofessional accountants, those types of occupations that require sorting and summarizing functions. Do not repeat jobs listed under accounting clerks.
3. *Professional accountants.* List job possibilities for professional accountants, those types of occupations that require summarizing and interpreting functions. Do not repeat jobs listed under semiprofessional accountants.

EDUCATION REQUIREMENTS

1. Consult a junior college catalog and list the requirements for a two-year accounting degree, semiprofessional accountants, 60-hours credit. Use the format shown below for all four semesters.

FIRST YEAR

First Semester

Course	Hrs.
Total Hours	

Second Semester

Course	Hrs.
Total Hours	

2. Consult a senior college or university catalog and list the requirements for a four-year program in the college of business with a major in accounting. Use the format shown in #1.

FINDING A JOB—WANT ADS

1. Consult the want ad section of the local paper or area newspaper to find a job listing in one of the three accounting areas and answer the following questions. Attach the want ad to this sheet.
    1. Type or title of job.
    2. Location.
    3. Training required.
    4. Salary or hourly wage.
    5. Permanent or temporary.
    6. Company benefits, any?
    7. Previous experience required.
    8. Hours, day/night shift.
    9. What else would you like to know?
    10. How would you arrange for an interview?
2. Repeat the above assignment using the want ad section of a large city newspaper, such as one from Chicago.

EXPLORING OCCUPATIONAL CHOICES

Choosing an occupational career that will provide you a livelihood and give you job satisfaction may well be one of the most important decisions you will ever make. You should make this decision carefully and wisely, as there are almost limitless job opportunities available in today's society. From your lists of job possibilities, choose one job title or occupation for each of the three career areas in accounting—accounting clerks, semiprofessional accountants, and professional.

Using the outline below, investigate each occupation thoroughly to see how well a possible career in accounting is suited to you. Consult the *Dictionary of Occupational Titles*, the Information by Job Title section of this Handbook, and other sources available to you.

1. Exact job title ______________________________.
2. Nature of work.
3. Where employed.
4. Training required.
5. Other qualifications required.
6. Earnings and working conditions.
7. Lifestyle.
8. Personal qualities.
9. Employment outlook.
10. Facts to weigh: advantages/disadvantages.

CONCLUSION

If, after completing this project you feel that you do not want to have anything to do with the accounting field, how will high school accounting help you? Discuss the *personal use* point of view. Is high school accounting important to you? Explain and give reasons.

EXPLORING OCCUPATIONS WORKSHEET

Student's Name ____________________ Date ____________

Title of occupation to be explored ____________________

List the names of books or other materials used, or persons interviewed ____________________

____

Job Requirements

What education and/or training is needed? ____________________

____

List any special abilities needed (verbal, numerical, mechanical, etc.) ____________________

____

Do you need a license or special certificate to do this work? ____________________

List any other requirements for this occupation ____________________

Job Description

What are the duties? ____________________

____

____

Check (✓) the kinds of interests that are related to this occupation. (This question may be omitted if the information is not available.)

☐ artistic
☐ clerical
☐ computational
☐ mechanical
☐ literary
☐ musical
☐ outdoor
☐ scientific
☐ persuasive
☐ social service

Check (✓) any special working conditions associated with this occupation.

☐ routine, unchanging work
☐ work that changes a lot
☐ work under supervision
☐ work without supervision
☐ work mostly with others
☐ work mostly alone
☐ very little movement
☐ heavy physical work
☐ dangerous work
☐ night or weekend work
☐ extreme heat or cold
☐ get dirty or greasy
☐ high pressure work
☐ much travel
☐ all inside work
☐ loud noise

Does the occupation have any other special working conditions? Describe them. ____________________

____

What is the pay or pay range for this occupation? ____________________

Job Future

What are the chances for advancement within this occupation? ____________________

____

What are the chances for staying employed in this occupation (employment outlook)?

____

In Your Opinion . . .

What are the major advantages of this occupation? ____________________

____

What are the major disadvantages of this occupation? ____________________

____

Career Visitation Suggestions

Dear Parents,

We are involved in a Careers Unit in ninth grade social studies. We are spending time exploring various careers, job opportunities, and job occupations. It is our hope that this will help your child make a more realistic decision regarding his or her own personal future.

In addition to the various materials and activities which will be presented in class, we thought it would be a meaningful experience to have your child spend a day with either you or a neighbor to observe what is involved with a specific occupation. The purpose of this visit is to give your child some firsthand knowledge regarding a working experience, rather than depending entirely on classroom activities.

If you would like to have your son or daughter participate in this experience, please complete the following form and have your child return it to us on or before ____________________. This visit should take place on ____. If there are any questions, please feel free to call us. Thanks for your cooperation!

Sincerely,

- -

PARENT PERMISSION SLIP
NINTH GRADE CAREERS UNIT VOCATION VISIT

Student's name ____

Date of visit ____

Type or types of occupation(s) to be observed ____________________________
____

As a parent or guardian, I assume the responsibility of arranging for this visit, including transportation.

____
(Parent's signature)

VOCATIONS UNIT
VISITATION REPORT

NAME ______________________________

MODS ______________________________

1. What company did you visit?
2. What jobs are found at that company?
3. Describe briefly the working conditions. (noise, cleanliness, etc.)
4. What kinds of special training do the employees of this company need?
5. Would you like to work at this company? Why or why not?
6. Comment on visitation: Was it worthwhile? What was the most important thing that you learned from the visit?

Selected Test Items—Occupational Information

Identify a variety of ways to learn about occupations and properly use occupational resource materials on skills needed, tasks performed, qualifications, training requirements, fringe benefits, and geographical distribution of jobs.

INSTRUCTIONS TO STUDENTS: Knowing about occupational information resources and how to use them contributes to a person's occupational knowledge. Prevocational instruction should have helped improve this skill. The items below are incomplete statements about occupational information resources followed by four possible answers. In the blank to the left of the statement, place the letter of the *best* possible answer.

Example:

__B__ Sound filmstrips on occupations provide occupational information through—

A. Pictures.
B. Pictures and sound.
C. Written material.
D. A "hands-on" experience.

_____ 1. In order to quickly find occupational information on a certain job title in the *Dictionary of Occupational Titles* (DOT), articles are placed in the book according to—

A. Numbers, somewhat like the decimal system used in libraries.
B. The alphabet, like that used in an encyclopedia.
C. The USOE occupational clusters.
D. The working location or setting of the job.

_____ 2. The quickest and easiest way to find occupational information in the *Occupational Outlook Handbook* is to first find your job title by—

A. Looking in the alphabetical index.
B. Looking in the Table of Contents.
C. Looking at the chapter titles.
D. Looking in the *Dictionary of Occupational Titles* index.

_____ 3. Most occupational resource materials divide the occupational information given about each job title into subtopics (areas) under which a certain kind of information is given. Which one of the groups below is an example of such subtopics or headings?

A. Duties, qualifications and skills needed, education and training required, working environment
B. Index, table of contents, glossary
C. Secretarial, law enforcement, farming, journalism
D. Business and office, manufacturing, health, transportation

_____ 4. When an occupational resource uses the term "nature of the work," you can expect to find information on—

A. Education and training needed for this job.
B. The working environment for this job.
C. Duties and responsibilities of this job.
D. How to apply for this job.

_____ 5. Occupational resources usually include information on the personal qualities or traits needed for the job. When reading about the qualities needed for jobs which interest you, it is wise to—

A. Determine how many workers in this area really have these traits.
B. Compare them with your own traits and qualities.
C. Not worry about them until the required traits are needed.
D. Determine how someone could really do this job without possessing these qualities.

_____ 6. Some occupational information and employment resources use the term "fringe benefits." Which of the items below list "fringe benefits"?

A. On-the-job training and opportunity for advancement
B. A comfortable and attractive building with new well-kept equipment
C. Managers and supervisors who are skilled, pleasant, and fair
D. Car and expenses, hospitalization insurance, educational opportunities

_____ 7. Of the four items listed below, the most *inaccurate* information found in occupational resources is that which concerns—

A. Earnings (salary, etc.).
B. Education and training requirements.
C. Working conditions.
D. Duties and responsibilities.

_____ 8. Several activities are listed below. Which one would give the *least* help in learning about occupations?

A. Playing a role in a simulated job exploration activity
B. Taking a field trip to a local business where there is a variety of jobs
C. Interviewing a person who is engaged in an occupation for which you need information
D. Watching a filmstrip on how to prepare for college

_____ 9. Which of the following programs would provide occupational information for a student who wants to explore and gain knowledge about a variety of careers?

A. Any one of the vocational high school courses
B. One of the Cooperative Work Programs
C. The Prevocational Education Program
D. A program for 4-H members

INSTRUCTIONS TO STUDENTS: Different resources and ways to learn about occupations are well known. How well do the statements below indicate this? In the blank before each item, write TRUE if the item is correct; write FALSE if the item is incorrect.

_____ 1. The *Dictionary of Occupational Titles* (DOT) is a useful source to consult when seeking information on several occupations.

_____ 2. Guidance counselors can provide information concerning various jobs and employment opportunities.

_____ 3. The Employment Security Commission can provide materials about occupations.

_____ 4. A class trip to various plants, industries, and businesses is *not* helpful in attempting to learn about jobs.

_____ 5. Parents, teachers, principals, resource people, and friends are often willing to discuss occupations with interested persons.

_____ 6. Books, brochures, and pamphlets which are excellent resources on occupations are often found in the school library.

_____ 7. The *SRA Handbook of Job Facts* is an occupational resource.

_____ 8. One can learn about occupations by listening to the radio and watching television.

_____ 9. Newspapers contain occupational information.

_____ 10. Some businesses and industries provide printed materials which give information on occupations.

INSTRUCTIONS TO STUDENTS: Tell what occupational information could be obtained from each resource listed below.

Example: SRA Handbook of Job Facts—This book lists different job titles and gives various types of information about each job such as: duties, salary, and chances of advancement.

1. *Dictionary of Occupational Titles* (DOT) ____________________
2. *Occupational Outlook Handbook* ____________________
3. Employment Security Commission (Job Service) ____________________
4. Classified ads ____________________
5. Personnel agency ____________________
6. Other ____________________

DIRECTIONS TO TEACHERS: Occupational resource materials should include a variety of media. Students should be required to use three or more sources of occupational information. Space is provided for the teacher or student to select additional job titles.

INSTRUCTIONS TO STUDENTS: This activity will show how well you can use occupational resource materials. Use any occupational resource materials available to complete the information requested about each job title on the chart below. Note that each column requires specific information!

Job Title	*Three* Duties	*Two* Skills Needed	*Three* Personal Qualifications or Qualities	Training or Educational Requirements	Title of Resource Used
1. Commercial Airline Pilot					
2. Postal Clerk					
3. Forestry Aide					
4.					
5.					

DIRECTIONS TO TEACHERS: It will be necessary to organize your classroom/laboratory and provide a variety of occupational information resources before this test item is used. Make certain your students understand the terminology in each before they begin work.

INSTRUCTIONS TO STUDENTS: From the occupational information available in your classroom/laboratory, select five *different* resources (filmstrips, tapes, books, pamphlets). List each title and source in the left hand column. As you use the resources, place a check mark (✓) in any column to show the information is given for the factors listed. Study the example given. You may not learn about every factor in each resource.

	Education and/or Training Required	License or Certification Requirements	Personal Qualities Needed	Duties of the Job	Demonstrations of the Tasks	Working Conditions	Special Tools and Equipment Required	Fringe Benefits	Future Outlook for Employment	Geographic Location of Job	Salaries (Wages)
Example: "Auto Mechanic" Tape and filmstrip (Hoffman's Career Information Library)	✓			✓		✓	✓		✓		
1.											
2.											
3.											
4.											
5.											

Questions Related to Career Selection and Job Preparation

Job Title ______________________________ Name ______________________________

I. The Job and Preparation

1. Does this job require a college education? Yes No
   a. If yes, how many years of college? ______________________________
   b. Do you have to keep going to school to keep up to date in this job? Yes No
   c. What kinds of courses must be studied? ______________________________
2. Does this job require a special training or apprenticeship program? Yes No
   How many years are required? __________
3. Does this job require a high school education? Yes No Is it best to have one for this job? Yes No
   a. What kinds of courses should be studied in high school? ______________________________
4. Does this job require that one have experience before entry? Yes No
   If yes, what kinds of experience? ______________________________
   a. How does one obtain this experience? ______________________________
   b. Must one be licensed or have special certification to perform in this job? Yes No
      1. If yes, what kinds of licenses and certificates? ______________________________
      2. How does one get them? ______________________________
5. What other things might one do to prepare himself for this job? ______________________________
6. How does one enter this job? ______________________________
7. How much money might be needed to prepare for this job? ______________________________

HOW DO YOU FEEL ABOUT THE JOB?

A. Do you like going to school? Yes No
B. Do you like to study? Yes No

C. What kinds of things do you like to study? ______
D. Will these studies help you in this job? Yes No
E. Would you want to continue going to school for the length of time required to prepare yourself for this job? Yes No
F. Do you think that the job is worth the money it would take to prepare for it? Yes No
G. Where might you raise the money to prepare yourself for this job? ______
H. To what schools would you go to prepare yourself for this job? ______
I. Where can you get more information about preparing for this job? ______
J. What can you do now to prepare for this job? ______
K. Is your achievement in the related subjects good enough to prepare you for this job? Yes No Maybe

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II. The Job and Working Conditions

1. Where do you find this kind of job? (government, large city, small city, private industry, single ownership) ______
2. How many hours a day would you have to work? ______
3. How many hours a week would you have to work? ______
4. How long would your vacations be? ______
5. Does this job involve working with many people? Yes No
6. What kinds of clothes would you wear to work? ______
7. With what kinds of people would you work? ______
8. How many years of education would these people have? ______
9. Would you shave or put on make-up before going to work? Yes No
10. What would your working area look like? (inside-outside, hot-cold, clean-dirty, quiet-noisy, crowded-spacious) ______
11. What kinds of tools, equipment, or machines would you use in this job? ______
12. What kinds of tasks would you be doing on this job? ______
13. What kinds of skills and knowledge would you need to do this job? ______
14. Does the worker specialize in some particular part of this job? Yes No If yes, what part? ______
15. How many bosses might you have? ______ How many people would you boss? ______
16. Are there more men than women in this job? Yes No
17. Would you be working with more men than women, women than men or equal? ______
18. How physically hard would this job be? ______
19. Would your hours be regular hours such as 8:00 to 5:00? Yes No
20. Would you be working alone or with several people? ______
21. Would you earn a regular, guaranteed salary or would you earn a commission based on how much you work or sell? ______
22. Is there a lot of pressure to meet deadlines or to get things done? Yes No
23. Would you meet lots of people on this job? Yes No
24. What is the salary range for this job? ______
25. What things might affect the salary? ______
26. What are some fringe benefits that you would earn? ______

HOW DO YOU FEEL ABOUT THE JOB

A. Would you like regular 8:00 to 5:00 working hours and very little or no overtime? Yes No If it paid extra money, would you like it? Yes No
B. Would you like irregular hours? Yes No
C. Would you like all your weekends free for recreation? Yes No
D. Do you like to clean up and dress up for work? Yes No
E. Do you like to work with other people who are well dressed? Yes No
F. Do you like to work by yourself? Yes No
G. Do you like to meet new people? Yes No
H. Is this a man's job or a woman's job? ______
I. Do you like to work indoors with little moving about? Yes No Lots of moving about? Yes No
J. Do you like to work outdoors with little moving about? Yes No Lots of moving about? Yes No
K. Do you like to work under pressure to meet deadlines? Yes No
L. Do you like to do the things mentioned in item 10 above? Yes No
M. Would you like to be the leader of people on the job? Yes No

III. The Job and the Community

1. Do you know someone who has this job? Yes No
2. Do you like people who have this job? Yes No
3. What kinds of cars do people with this job drive? (new-old, big-small) ______
4. Do people with this job live in big houses? Yes No
5. Do people with these jobs tell other people in your church, school, or neighborhood what to do? Yes No
6. What kinds of community activities do these people get involved in? ______
7. Are people with this job smart? Yes No
8. Where do these people go on vacation? ______
9. What do people with this job do for recreation? ______
10. Do people with this job mow their own lawns? Yes No Wash their own clothes? Yes No Clean their own houses? Yes No
11. What does your father or mother think of people with these jobs? ______
12. Rank this job with those listed below.
    truck driver, owner of a dry cleaning business, lathe operator, preacher-priest-rabbi, real estate agent, store clerk, medical doctor, housewife, forest ranger, police-man-woman, secretary, assembly line worker
    EXAMPLE: lathe operator, store clerk, this job, forest ranger, etc.

______

IV. The Job and the Future

1. To what job may one be promoted from this job? ______
2. What is the future demand for workers with this job? ______
3. In what year would you be ready to take this job? ______
4. If you had this job, to what job would you want to be promoted? ______
5. Is your high school program planned in such a way that you might be preparing yourself for this job? Yes No
6. Can you wait until you have prepared yourself for this job before earning the money necessary to buy a new car? Yes No

______

V. The Job and Me

1. Does this job pay enough money for me to buy the things I want? Yes No
2. What would you like least about this job? ______
3. What would you like most about this job? ______
4. Would dad and mom want me to take this job? Yes No
5. Would they be proud of me in this job? Yes No
6. Would my friends think highly of me in this job? Yes No
7. Would I be proud of myself in this job? Yes No
8. Is this job a challenge to me? Yes No
9. Would this job keep me away from my family? Yes No My church? Yes No My recreation? Yes No Community clubs? Yes No
10. Would I have to travel a lot in this job? Yes No Would I like this? Yes No
11. Do I see myself in this job in the future? Yes No
12. What are some advantages of this job? ______
13. What are some disadvantages of this job? ______
14. What personal characteristics should a person with this job have? ______
15. Do I have these characteristics? Yes No
16. I might like this job. Yes No
17. Complete the following scale:

JOB RATING SCALE

Job Prestige

very low	low	middle	high	very high

Salary

very low	low	middle	high	very high

Working Conditions

very low	low	middle	high	very high

Preparation Required

very low	low	middle	high	very high

Future Outlook

very low	low	middle	high	very high

Job Information by Job Titles

ACCOUNT ANALYST—BANKING

Job description

As an account analyst you would figure how much to charge each customer for the services the bank gives. You would keep a record of the amount of a customer's account and record any changes in the savings account. You would work with loans, marketing payments, and adding on to loans. You would keep a count of how many changes take place in each account. You would also keep track of how many deposits are made and how many checks are written.

To get the job, you should be able to—

- Learn quickly.
- Reason and make judgments.
- Learn many detailed facts.
- Work and think hard for a long period of time.
- Do math problems quickly.
- Work with numbers.
- Lift or carry as much as 20 pounds.
- See well.

Things to think about

- You like to do things exactly to instructions.
- You must work exactly up to certain standards of perfection on the job.
- You should work well with others.
- You must like to work with numbers.
- You should like things to be very exact.

Employment and Advancement Opportunities

Demand for skilled accountants will rise as managers rely more on accounting information to make business decisions.

Preparation and training

High school graduation is required, also a college degree in math. A master's degree or Ph.D. will be very helpful for better jobs.

High school subjects: bookkeeping, typing, business math, business machines.

Sources of information

American Mathematical Society
Box 6248
Providence, Rhode Island 02904

Mathematical Association of America
1225 Connecticut Avenue, N.W.
Washington, D.C. 20036

American Statistical Association
806 Fifteenth Street, N.W.
Washington, D.C. 20005

Society for Industrial & Applied Mathematics
33 South Seventeenth Street
Philadelphia, Pennsylvania 19103

Related occupations

Accountant, billing typist, interline clerk, settlement clerk.

ACCOUNTANT

Job description

As an accountant you would gather, compare, and make business records. These might include writing reports to show how much money the company is making or losing. You would prepare tax reports and try to figure our better ways for the company to use and make its money. You might specialize in a certain area such as auditing, tax work, cost accounting, and budget control.

To get the job, you should be able to—

- Learn quickly.
- Reason and make judgments.
- Work and think for a long period of time.
- Learn many detailed facts.
- Think and act quickly.
- Do math problems quickly.
- Do math problems and figure cost.
- Do light to medium work.
- Climb or balance.
- See well.

Things to think about

- You need to be able to work easily with numbers and small things.
- You must write letters and numbers clearly.
- You should like to work with detailed facts and information. You should enjoy working with machines. You may have to work long hours and be under heavy pressure during certain times. You will need to use numbers to solve problems. You will have to put your ideas on paper to show others. You must see differences in shapes and lines. You must look for small details.

Employment and advancement opportunities

Employment is expected to increase through the 1980's as businesses and government agencies continue to expand. College graduates will be in greater demand.

Preparation and training

High school graduation is required. Usually a minimum of two years of college is required. Four years of college are preferred.

High school subjects: English, speech, economics, bookkeeping, advanced mathematics, general business training.

Sources of information

National Association of Accountants
919 Third Avenue
New York, New York 10022

National Society of Public Accountants
1717 Pennsylvania Avenue, N.W.
Washington, D.C. 20006

American Institute of Certified Public Accountants
1211 Avenue of the Americas
New York, New York 10036

Association of Independent Colleges and Schools
1730 M Street, N.W.
Washington, D.C. 20036

Related occupations

Accounting clerk, auditor, booking clerk, bookkeeper, treasurer.

ACCOUNTING CLERK

Job description

Working as an accounting clerk you would do many kinds of things, such as making entries in the books, filing, and making checks. You would keep track of the bills that have been paid and those that need to be paid. You would watch the credit customers, send out bills, and mark down payments, including any rent or special charges. You would make reports from time to time and keep the company's books in balance. You will be helping with the payroll and checking on how much the supplies cost.

To get the job, you should be able to—

- Learn quickly.
- Reason and make judgments.
- Learn many detailed facts.
- Do math problems quickly.
- Work with numbers.
- Do math problems to figure cost.
- Lift and carry as much as 20 pounds.
- Reach and stretch.
- See well.

Things to think about

- You should like to work in a regular way.
- You must like to do things exactly to instructions.
- You should work well with others.
- You must work exactly up to certain standards of perfection on the job.
- You must like to work with numbers.
- Most accounting clerks are women.
- You should like to have things very exact.

Employment and advancement opportunities

Jobs for clerks will arise as established businesses expand their services and new businesses open.

Preparation and training

High school graduation. Many employers prefer business school, 4-year college, or area vocational-technical school. You may have to take a brief test to check your ability to work rapidly and accurately.

High school subjects: bookkeeping, typing, business math, business machines, penmanship.

Sources of information

State Supervisor of Office Occupations
State Department of Education

Association of Independent Colleges and Schools
1730 M Street, N.W.
Washington, D.C. 20036

Related occupations

Accounting machine servicer, accounts adjustable clerk, accounts payable clerk.

ACTUARY

Job description

An actuary applies knowledge of mathematics, probability, statistics, and principles of finance and business to problems in life, health, social, and casualty insurance, annuities, and pensions. He/she determines mortality, accident, sickness, disabilities, and retirement rates and may design insurance and pension plans and calculate premiums.

To get the job, you should be able to—

- Learn quickly.
- Reason and make judgments.
- Learn many detailed facts.
- Make decisions on your own.
- Understand words and ideas.
- Write reports about tests and experiments.
- Use numbers to solve problems.
- Do math problems to figure costs.
- Do very neat work.
- Sit long periods.
- Lift and carry up to 10 pounds.

Things to think about

- You must pass examinations to advance.
- Advancement may not be fast.
- You will get respect from others.
- You will be working with computers.
- You must use math and science to figure out problems.
- You may work for consulting firms.

Employment and advancement opportunities

Employment of actuaries is expected to rise. However, because of the large number of graduates in this area, competition will be great.

Preparation and training

High school graduation. At least a 4-year college degree. You must take tests over general math and actuarial math, also all phases of the insurance business.

High school subjects: mathematics, English, physics, geometry, algebra.

Sources of information

Casualty Actuarial Society
200 East 42nd Street
New York, New York 10017

Society of Actuaries
208 South LaSalle Street
Chicago, Illinois 60604

Fraternal Actuarial Association
222 West College Avenue
Appleton, Wisconsin 54910

American Society of Pension Actuaries
1700 K Street, N.W.
Washington, D.C. 20006

Related occupations

Actuarial clerk, budget clerk, business investor, financial analyst, mathematical technician.

ADDING MACHINE OPERATOR

Job description

Persons who do this job use machines to speed the paper work. They use the machines to add, subtract, or multiply numbers. This is much faster than doing it by hand. If you did this kind of work, you would help people to get their pay checks on time. Maybe you would help your company keep track of customer records. As you can see, there is a lot of paperwork to do in an office.

To get the job, you should be able to—

- Concentrate and work alone.
- Be neat in all your work.
- Do work which requires attention to details.
- Work with numbers.
- Work with your hands and fingers quickly.
- Work with things.
- See well.
- Use hands and arms well.
- Sit for long periods of time.

Things to think about

- Employers often give on-the-job training.
- Some handicapped workers can do this work.
- CETA programs may be available to you.
- Some operator jobs are being taken over by automated recordkeeping machines.
- Knowledge of more complex machinery like Comptometers, duplicating machines, and tabulators may help in obtaining promotions.
- An understanding of the way business runs helps in any office job.

Employment and advancement opportunities

Employment of office machine operators is expected to grow slowly because of computerized recordkeeping and advances in data processing.

Preparation and training

High school graduation is not required but is suggested. Post high school training in business machine operation is recommended. No certification.

High school subjects: office machines, business arithmetic, typing, bookkeeping, English.

Sources of information

Association of Independent Colleges and Schools
1730 M Street, N.W.
Washington, D.C. 20036

Visit a firm, agency, or real estate company where office machine operators are employed.

Contact your local Federal Job Information Center.

Related occupations

Accounting clerk, billing machine operator, bookkeeping machine operator, keypunch operator, tabulating machine operator.

ADMINISTRATIVE SECRETARY

Job description

To work as an administrative secretary you should be able to type, take shorthand, use a dictaphone machine, deal with callers, and assume responsibility. Administrative secretaries should be able to handle various duties in the office so their employers can work on other important duties. They sit in on staff meetings and give summaries of the meeting word for word.

To get the job, you should be able to—

- Spell well.
- Use correct punctuation, grammar, and vocabulary.
- Concentrate.
- Project a pleasant personality.
- Make good judgments.

- Be poised and alert.
- Hear and see well.
- Sit long periods of time.
- Work with fingers quickly and accurately.

Things to think about

- Employers often have their own training facilities.
- Persons familiar with many office machines and duties have better chance for employment.

Employment and advancement opportunities

Demand for secretaries will rise. Secretaries who increase their skills and knowledge and who continue to take advanced courses of training can qualify for the designation Certified Professional Secretary (CPS).

Preparation and training

Graduation from high school. Additional secretarial training.

High school subjects: typing, shorthand, bookkeeping, filing.

Sources of information

See your local Job Service Center.

National Secretaries Association
2440 Pershing Road
Suite G-10
Kansas City, Missouri 64108

Association of Independent Colleges and Schools
1730 M Street, N.W.
Washington, D.C. 20036

National Shorthand Reporters Association
2361 South Jefferson Davis Highway
Arlington, Virginia 22202

Related occupations

Medical secretary, legal secretary, stenographer, legal transcriber.

ADVERTISING ACCOUNT EXECUTIVE

Job responsibilities

The advertising account executive—

- Knows the requirements of the job.
- Knows the business vocabulary of the job.
- Must have a knowledge of the most and least successful advertising campaigns.
- Must be able to recognize creative and persuasive advertisements.
- Coordinates advertising campaigns for special events.
- Analyzes the client's needs and prepares a suitable advertising campaign.
- Prepares seasonal ad campaigns.
- Must be able to analyze the success of an ad campaign.
- Has a knowledge of the techniques used in direct mail advertisements.

Job description

Do you know what advertising account executives do? Would you like to be one? Advertising account executives handle relations between an ad agency and its clients. They study the client's sales and advertising problems, develop a plan to meet the client's needs, and seek the client's approval of the proposed advertising campaign. As an advertising account executive, you would sell ideas and maintain good relations with the clients, know how to write copy, and be able to use artwork effectively.

Advertising is calling something to the attention of the public, especially by means of printed or broadcast announcements. Advertising helps the consumer become familiar with the various products and services which are available.

The major objectives of an advertisement are to—

- introduce a product.
- find new customers.
- increase consumption by present users.
- overcome competition.
- open a new sales territory.
- identify a brand name or trademark to promote the company's image.
- educate the public on the value of the product.

Training and skills

How do you become an advertising account executive? First, you must go to college. College graduates with liberal arts training or majors in advertising, marketing, or mass communication are preferred. You also must have an excellent command of the English language and be able to solve problems.

You must like to work with people and be able to accept criticism, to work long hours to meet a deadline, and to work at a fast pace. About 75 percent of your work would be handled over the telephone, and most of the rest of your time (about 20 percent) would be spent outside the office with clients.

Most advertising account executives get their start as assistant account executives in research production. Experience with copywriting or related work (such as school publications) or summer jobs with marketing research services is desirable for someone interested in entering the advertising field.

Opportunities

Jobs in the advertising field are expected to increase slowly over the next decade. If you are able to get a job with an ad agency, it will probably be in New York or Chicago since half of all agencies are located in those cities. There are agencies in Florida, however, and the average size agency employs between 14 and 18 individuals.

Listed below are several careers within the advertising agency.

- Art director. College graduate desired; experience in an art-related field; must be creative and implement the ideas of the account executive.
- Mechanical artist. Graduate of a vocational-technical school or art school; takes the creative ideas of the account executive and the art director and develops the revised layout for the advertisement.
- Broadcast procedures. College graduates (majors in mass communication or advertising preferred); should have experience with campus related programs (local TV or radio broadcasts).
- Copywriters. College graduates preferred; must have an excellent command of the English language.
- Traffic control clerk. Responsible for the flow of materials throughout the agency.
- Media sales. Buys some space or time in the various media: television, radio, magazines, newspaper, billboards, direct mail.

Advertising-related careers are found with department stores, organizations with products or services to sell, and any of the advertising media, printers, engravers, art studios, or product and package designers.

AIRLINE RESERVATIONIST AND TICKET AGENT

Job responsibilities

- The reservationist and ticket agent know the requirements of their jobs.
- The reservationist and ticket agent are familiar with airline terminology and vocabulary.
- The reservationist answers the telephone and gives flight information to customers.
- The reservationist obtains necessary information from customers and types it into the computer, automatically making reservations.
- The ticket agent computes the total cost of the ticket, using the timetables and fare schedule.
- The ticket agent writes up the ticket, collects the fare, and checks in the baggage of departing passengers.

Job description

Are you looking for a career that is exciting, involves meeting interesting people, pays well, and offers a chance to travel? Well, look no further, because you have found it—a job with the airlines.

When was the last time you were at the airport? Chances are that it was as recent as a month, a week, or even a few days ago. All of us are familiar with airports and the airlines because we have been passengers or have delivered or picked up friends and relatives who were passengers. In your trips to the airport, you were probably amazed at the size of the airline industry and the number of people it employs.

The first airline employees you probably encountered were the reservationist and the ticket agent. The reservationist is the person you talked to on the telephone when making arrangements for your flight. The ticket agent is the one who wrote up the ticket, collected the money from you, and checked your baggage for you at the airport.

When you call the airlines, the reservationist gives you information about flight schedules, fares, and availability of seats, and makes your reservations. After helping you decide on a specific flight, the reservationist takes your name, address, number of people in the party, and class of accommodations (first, coach, or night coach) and informs you of the arrangements for picking up and paying for your ticket before your departure.

Once a reservation has been made, you pick up your ticket from a ticket agent at any one of several convenient places. You can pick it up at the airport, the reservation office, a ticket sales office downtown, or from a travel agent. In general, the ticket is not written until the passenger picks it up. When the ticket is written, the ticket agent makes a note on the reservation that a ticket has been written and that another one should not be issued.

Working conditions

Reservationists and ticket agents work in downtown offices and at the airline counters at the airport. Both places are usually tastefully decorated, carpeted, and air-conditioned.

The reservationist and ticket agent work five days a week, 7½ to 8 hours each day. Since the airlines operate 24 hours a day, employees work in one of three shifts. Those who work the night shift receive extra pay for the inconvenience.

Training and skills

There are very few requirements to qualify you for the positions of reservationist and ticket agent. For either job you must be at least 18 years old with a high school diploma. At least two years of college are preferred, but not required. Although most airlines do not require a second language, international airlines (those flying outside the United States) may require Spanish.

Since the reservationist and ticket agent work face to face or over the telephone with the public, people applying for these positions should have a neat appearance, good diction, and a pleasant voice. This helps to create a good first impression of the company.

If you are hired as a reservationist or ticket agent, the airline will send you to a training school for three to six weeks in a city where they have a base of operations. During this training, most airlines pay all or part of the regular salary. Some private schools advertise training for airline jobs, but the airlines do not accept this training and still require new employees to attend their own training programs.

APPRAISER—REAL ESTATE

Job description

Real estate appraisers investigate improved or unimproved real estate property to determine its value for purchase, sale, investment, mortgage, or loan purposes. They interview people familiar with the property and take measurements of the buildings. Real estate appraisers compile data, estimate the value of the property, and submit reports. They may investigate the credit standings of the individuals seeking loans.

To get the job, you should—

- Have decision-making capacity.
- Have good memory.
- Have numerical skills.
- Have ability to talk to people.
- Be dependable.
- Have good vision.
- Have good general health.
- Have good grooming.
- Have full use of arms and legs.

Things to think about

- An appraiser often works beyond office hours.
- Traveling overnight is often required.
- Appraisers often search public records of sales, leases, assessments, and other transactions.
- Appraisers use a variety of formulas and labor statistics to compute depreciation and reproduction costs.

Employment and advancement opportunities

Employment of real estate appraisers is expected to rise. The real estate appraiser with the college degree can advance into management positions.

Preparation and training

High school graduate. Some larger firms require a B.A. degree in business or agriculture.

High school subjects: English, math, business, speech.

Sources of information

Contact county assessors, private appraisal firms, banks, and savings and loan associations in the area in which you want to locate.

National Association of Realtors
430 Michigan Avenue
Chicago, Illinois 60611

American Society of Farm Managers and Rural Appraisers, Inc.
P.O. Box 6857
Denver, Colorado 80206

Related occupations

Building inspector, automobile appraiser, land appraiser, art appraiser.

AUDIT CLERK

Job description

An audit clerk verifies the accuracy of figures, calculations, and postings pertaining to business transactions recorded by other workers. Audit clerks examine expense accounts, commissions paid to employees, loans, interest and account payments.

To get the job, you should—

- Be able to get along with all types of people.
- Be alert, imaginative, and quick-witted.
- Be honest.
- Enjoy math.
- Be good at math.
- Be able to do prompt and accurate work.
- Be tactful and even-tempered.
- Be patient.
- Have normal or corrected vision.
- Have use of hands and arms.

Things to think about

- You may have to compute percentages and totals using adding or calculating machines.
- You may have to correct errors or list discrepancies for adjustment.

Employment and advancement opportunities

Employment of audit clerks is expected to remain good. Audit clerks can advance to positions with more responsibility and high pay.

Preparation and training

High school graduate. Technical school training or business school would be helpful. On-the-job training.

High school subjects: math courses, business courses.

Sources of information

School counselor
Business teacher
Local auditing companies

Society of Actuaries
208 South La Salle Street
Chicago, Illinois 60604

Related occupations

Audit machine operator, auditor, city auditor, tax auditor, internal auditor.

AUDITOR

Job description

An auditor examines and analyzes accounting records of establishments and prepares reports concerning their financial status and operating procedures. Auditors inspect items in books of original entry to determine if the proper procedure in recording the transactions was followed. They count cash on hand and verify journal and ledger entries of cash and check payments.

To get the job, you should—

- Enjoy working with numbers and math.
- Not mind sitting and doing the same routine all day.
- Be able to work with all types of people.
- Not mind working alone.
- Not mind traveling.
- Have normal or corrected vision.
- Have use of hands and arms.

Things to think about

- You may make recommendations regarding improving operations and financial position of company.
- You may audit banks and financial institutions.
- You may examine company payroll and personnel records.

Employment and advancement opportunities

Employment of auditors is expected to remain excellent due to the increase in the number and size of business enterprises. Auditors may advance to positions with more responsibility.

Preparation and training

High school graduate. Bachelor's degree in business administration. Certified Public Accountant Examination.

High school subjects: math courses, business courses, English, speech.

Sources of information

American Institute of CPA's
666 Fifth Avenue
New York, New York 10019

Institute of Internal Auditors, Inc.
249 Maitland Avenue
Altamonte Springs, Florida 32701

Related occupations

Audit clerk, county auditor, tax auditor, internal auditor, audit machine operator.

BANK CLERK

Job description

Bank clerks separate documents—checks, deposit slips, and other items—into different groups and tabulate each group so they may be charged to the proper accounts. Bank clerks often use canceling and adding machines in their work. Some clerks, called exchange clerks, handle foreign accounts. Mortgage clerks type legal papers for loans on real estate. Transit clerks sort checks from other banks.

To get the job, you should—

- Be able to meet the public.
- Have a pleasant personality.
- Work well with numbers.
- Be able to keep confidential matters to yourself.
- Be able to pay close attention to details.
- Have a reputation as an honest person.
- Have good normal health.
- Have good or corrected vision.
- Be able to use hands and fingers normally.

Things to think about

- Overtime may be required during auditing or for the preparation of monthly statements.
- Bank employees can qualify themselves for promotions by taking banking courses offered by the American Institute of Banking.

Employment and advancement opportunities

Employment of bank clerks is expected to grow faster than average for the other occupations. Jobs will rise as most banks will expand their services.

Preparation and training

High school graduate preferred. Courses in office occupations helpful. May have to take intelligence and aptitude tests.

High school subjects: English, typing, business math.

Sources of information

Visit local banks, counselor, employment agency.

American Bankers Association
1120 Connecticut Avenue, N.W.
Washington, D.C. 20036

National Association of Bank Women
111 East Wacker Drive
Chicago, Illinois 60601

Related occupations

Bank tellers, bookkeeping clerk, bookkeeping machine operator, calculating machine operator, cashier.

BANK TELLER

Job responsibilities

The bank teller—

- Knows the requirements of the job.
- Knows the vocabulary of the job.
- Files cancelled checks.
- Balances bank statements.
- Counts money.
- Orders money.
- Accepts deposits.
- Verifies checks.
- Redeems savings bonds.
- Prepares balance sheets.

Job description

The bank teller is a very important member of the banking staff. Nearly three-fourths of bank customers do their banking with the assistance of tellers.

A teller handles a variety of transactions. These include receiving deposits and payments, paying out withdrawals, and cashing checks. The bank teller also receives loan payments, issues and redeems savings bonds, and prepares money orders and traveler's checks. Meanwhile, the teller must be constantly on the alert for forged checks, counterfeit money, postdated checks, and overdrafts, and must be careful to keep accurate records for later use in balancing books and accounts. A teller who does not recognize a customer should either refer to the signature card file to verify the customer's signature or endorsement of the check, or call the bookkeeping section to verify sufficiency of funds. Additionally, the teller must keep enough cash on hand to carry on daily business. At the end of each day, the teller files checks, counts cash on hand, and balances the day's transactions. A teller who fails to achieve a balance must find the error by referring to the tape from the teller machine and succeed in balancing before leaving work.

Working conditions

As a bank teller, you'll work 37 to 40 hours a week, with an hour off each day for lunch, and usually be paid time and a half for overtime. The job requires standing most of the time. Proper working conditions include air conditioning, adequate lighting, and moderate noise level. A teller can expect to deal with many different types of people and work under pressure on the first day of the month and during other rush periods.

Training and skills

How do you become a bank teller? To apply for work at a bank, you should at least be a high school graduate. You'll find courses in business math and clerical subjects useful, but accurate typing, accurate use of the 10-key and full-bank calculator, and correct telephone techniques are essential to a good teller. Also, you must be able to work rapidly and accurately with your hands and have good eyesight. Experience helps, of course, but is not necessary for employment.

Opportunities

As a bank teller you may begin at the bottom of the ladder and work your way up. This route has a definite advantage. Although it may take you longer to advance, by beginning at the lowest level and working up the ladder, you *know* everything about each department in which you work. Eventually, you may become an officer of the bank.

BOOKKEEPING CLERK

Job Description

Bookkeeper clerks keep records of the financial transactions of the establishment for which they work. They verify and enter the details of transactions as they occur. They summarize details on separate ledgers, using adding machines, and they transfer the data to the general ledger. They balance books and compile reports to show statistics, such as cash receipts and expenditures, accounts payable and receivable, profit and loss, and other items pertinent to operation of a business.

To get the job, you should—

- Like to work with numbers.
- Like to work as part of a team.
- Like to do the same kind of work again and again.
- Be able to follow instructions accurately.

- Be able to concentrate on your work even in a busy office.
- Enjoy work which requires much attention to detail.
- Be honest, dependable, neat, orderly.
- Have good overall health.
- Have good eyesight.
- Be able to sit for long periods of time.
- Be able to move around the office area.

Things to think about

- Some bookkeeping work is being done by rapid, data processing equipment. However, the need for bookkeeping workers should remain high.
- Many companies cooperate with business schools and high schools in work-study programs. This part-time experience helps students get jobs after they graduate.
- Bookkeepers depend on other office workers for information; you must be able to get along with others.

Employment and advancement opportunities

Jobs for clerks will remain good. Beginning bookkeepers start out by recording routine transactions. After this basic experience they may be promoted to more responsible work.

Preparation and training

High school graduation is usually the minimum requirement for a job. Additional training beyond the high school level is preferred. No requirements such as licenses or certificates.

High school subjects: business arithmetic, bookkeeping, accounting, typing, business education, economics, English, office machines—office practices.

Sources of information

Association of Independent Colleges and Schools
1730 M Street, N.W.
Washington, D.C. 20036

Division of Vocational and Technical Education
Bureau of Educational Assistance Programs
U.S. Office of Education
Washington, D.C. 20202

Related occupations:

Bank teller, keypunch operator, accounting clerk, audit clerk, adding machine operator.

BOOKKEEPING MACHINE OPERATOR

Job description

The bookkeeping machine operator, operating an electric machine, keeps complete daily records of all business transactions. The operator records debit and credit transactions between the customer and an employer, prepares invoices for the customer, and records the information on loose-leaf ledger sheets. May be required to prepare customers' bills and detailed invoices. The operator may operate a simple machine, which can handle one or two transactions, or a complex machine.

To get the job, you should—

- Be able to learn quickly.
- Be able to reason and make judgments.
- Be able to work and think hard for a long time.
- Be able to make decisions on your own.
- Be able to learn many detailed facts about things.
- Be able to look for small details.
- Be able to see detail or differences in charts and writing.
- Be able to do a lot of sitting.
- Be able to reach, handle, or finger well.
- See well.

Things to think about

- You need to be able to see something and use your hands and fingers to do a task at the same time. You should be able to work easily with small things.
- You must write letters and numbers clearly. You should be able to work well with your hands. You should like to do mechanical things. You should be able to use your hands in turning motions. You should like to work in a regular way. You will need to do things exactly to instructions. You should like to do a task that will show direct results.

Employment and advancement opportunities

Employment is expected to grow slowly as a result of the use of machines to do the work.

Preparation and training

High school graduation highly preferred. Employers usually require a background in bookkeping skills.

High school subjects: typing, bookkeeping, business math, business education.

Source of information

Division of Vocational and Technical Education
Bureau of Educational Assistance Programs
U.S. Office of Education
Washington, D.C. 20202

Related occupations

Audit machine operator, calculating machine operator, aircraft log clerk, accounting clerk, bookkeeper.

BRAILLE TYPIST

Job description

A braille typist operates a braille typewriter to transcribe reading matter for use by the blind. A braille typist reads copy and operates a braille typewriter to emboss specially treated paper with various combinations of dots that characterize the braille alphabet, using braille code form.

To get the job, you should—

- Enjoy helping others.
- Have a pleasant personality.
- Be accurate and responsible.
- Be neat and able to concentrate.
- Be quick.
- Not mind sitting all day.
- Be able to use fingers, hands, and arms.

Things to think about

- Part-time employment could be available.
- May have to have training for a special typewriter.
- May have to type complete books.

Employment and advancement opportunities

Employment of braille typists is expected to increase due to increased interests in the blind.

Preparation and training

High school graduate preferred. On-the-job training or training at a business school.

High school subjects: typing, business, English.

Sources of information

- School counselor
- Local centers for the blind
- Social rehabilitation center

Related occupations

Braille operator, data typist, keypunch operator, magnetic tape typewriter operator, clerk typist.

BUSINESS TEACHER

Job responsibilities

The business education teacher—

- Knows the requirements of the job.
- Knows the vocabulary of education and the business world.
- Manages the learning activities of students.
- Selects and obtains necessary equipment, materials, and supplies for the classroom.
- Fills many roles in the classroom, school, and community.

Job description

The business education teacher's primary responsibility is to instruct students in the skills, values, and knowledge they need to succeed in the world of business. The courses taught include typewriting, shorthand, secretarial office practice, cooperative business education, bookkeeping and accounting, business math, business communications, and data processing.

It is obvious that teaching is not the only duty of the business educator. There are many other functions the teacher performs, which grow out of the primary role of instructor.

Within the classroom, the teacher is responsible for preparing lesson plans; selecting instructional media, equipment, and materials; directing learning activities; keeping attendance records; maintaining discipline; recording, averaging, and reporting student grades; and providing an attractive classroom with equipment, bulletin boards, and other materials for student use.

In the school, parents, students, and school administrators rely on teachers to provide guidance to student groups and clubs. In addition, the business education teacher is in a unique position to give academic, career, and personal counseling to individual students. The teacher's knowledge of subject matter areas and experience in the classroom are excellent sources of information, which the school administration uses in selecting instructional materials, planning instruction, and establishing standards of student performance.

Acting as a liaison between the school and the world of work, the business educator keeps up to date on business materials, methods, and equipment, and coordinates work/study and cooperative education programs with local businesses.

Working conditions

Business education teachers who have bachelor's degrees and state teaching certificates may obtain jobs at the junior high or senior high school levels. Generally, the classrooms in which they teach are furnished with office-style furniture and equipment similar to that used in offices throughout the area. While some classrooms are not air-conditioned, proper ventilation and good lighting provide for the well-being and comfort of students and teacher.

Florida teachers work seven and a half hours a day. During this time most teachers teach five classes, 45 to 60 minutes in length, in one or more business subjects. Although teachers are on duty at school for nearly eight hours a day, five days a week, most teachers work many hours each week outside the regular school hours. This time is needed to prepare lesson plans, grade papers, and develop instructional activities. A national survey shows that most teachers work approximately 48 hours per week.

The work year for teachers in Florida is 196 days, beginning in August and ending in June. Students attend school 180 of these days; the remaining 16 days are used for preplanning, parent conferences, professional meetings, and postplanning.

Training and skills

Young people who plan to become business education teachers must meet a variety of requirements. First of all, they must meet the requirements of their college for a bachelor's degree (4-year college degree). Second, they must meet state requirements for a teacher's certificate. Third, they must meet the local requirements of the school in which they apply for a position. Finally, they must possess certain personal qualifications which may determine to a large extent whether they are hired or promoted to a better position later.

THE BACHELOR'S DEGREE. Students who attend a Florida university and major in business education in preparation for teaching must take courses in the following areas:

- General education (history, social sciences, natural and physical sciences, mathematics, English, and the humanities), to obtain a basic understanding and general knowledge about the world
- Business education (typewriting, shorthand, office management, office machine operation and methods of teaching business subjects), to become proficient in the skills used in the business world and to learn how to teach these skills to others
- Other areas of business (accounting, economics, management, marketing, insurance, business law, and business communication), to gain knowledge of these various fields for later use in the classroom
- Professional education courses, to develop the skills and knowledge necessary to manage the classroom, evaluate student growth, plan for group and individualized instruction, and select resource materials.

In addition to course work, students who desire to teach must complete a 3-month internship or practice teaching, which provides the prospective teacher with on-the-job training. During this phase of college preparation, the student is assigned to an experienced teacher in a school and actually takes over the teaching responsibilities. It is during this phase of training that the student teacher has an opportunity to put into practice all of the principles learned in college courses.

STATE TEACHING CERTIFICATE. In Florida, prospective teachers who receive a bachelor's degree in business education from a state university automatically meet the requirements for a teaching certificate issued by the Florida Department of Education. Prospective business education teachers who also desire vocational certification must have at least one year of work experience in business. The teaching certificate qualifies the person to teach any business course in grades 7 through 12.

The state of Florida requires teachers to renew their certificates every five years. In order to get a new certificate, the teacher must return to college and take at least two courses. Therefore, if a business education teacher wishes to continue teaching, s(he) must keep informed about changes in the field of education and business.

PERSONAL CHARACTERISTICS. In addition to education requirements, there are many important personal qualities for business education teachers. The following is a short listing and explanation of some of these personal qualities.

- *Command of English.* In applying for a teaching position, a teacher is judged to some extent by his/her written and oral language skills. This is because a teacher cannot communicate ideas to the students unless s(he) can use English skillfully.
- *Interest in young people.* An interest in working with young people, both in and out of the classroom, is an important quality. Unless the teacher possesses a natural interest in students, s(he) will find the work boring and will eventually fail as a teacher.
- *Cooperation.* Some teachers who have an excellent command of the subjects they teach and who are skilled instructors fail in their profession because they lack the ability to cooperate with other teachers, school officials, parents, business people, and even with the school custodian.
- *Appearance.* A teacher's appearance should be an example for students. Posture, facial expression, grooming, and dress should reflect favorably on the profession.
- *Character.* Character, which includes honesty, fairness, loyalty, and dedication, is the most important personal quality of the teacher. If a teacher possesses a strong character, many personal shortcomings and professional weaknesses may be overlooked; but if s(he) possesses a doubtful character, no personal or professional qualities will make up for that weakness in the minds of parents, the school administration, or the general public.

Opportunities

Teaching positions in business education are available in junior and senior high schools through the state. Most junior high schools offer courses in typewriting, general business, and business careers (similar to the one in which you are enrolled). Course offerings vary somewhat among high schools but usually include typewriting, shorthand, secretarial or clerical office practice, cooperative business education courses, bookkeeping and accounting, business math, business communication, data processing, and many others.

Considering the number of business courses offered in various schools, the business education teacher has an opportunity to work in a variety of teaching assignments and grade levels. With increasing emphasis on vocational education to prepare students to enter the business world immediately upon high school graduation, the number of positions for business education teachers should continue to grow.

CALCULATING MACHINE OPERATOR

Job description

Calculating machine operator computes and records statistical, accounting, and other numerical data, using a machine that automatically performs mathematical processes, such as addition, subtraction, multiplication, division, and extraction of roots.

To get the job, you should—

- Be alert.
- Be able to follow instruction.
- Show initiative.
- Be patient.
- Have a good memory.
- Be able to pay attention to detail.
- Have the ability to concentrate.
- Be accurate.
- Have motor coordination.
- Have good eye-hand coordination.
- Have good or corrected vision.
- Have quick reactions.
- Have finger dexterity.

Things to think about

- When operators are required to work overtime, they are usually paid the prevailing overtime rates.
- Because of noise of some machines, operators may work in special areas, apart from other workers.
- In terms of accuracy, concentration, and memory, the work is quite demanding.

Employment and advancement opportunities

Employment of office machine operators is expected to grow slowly as computerized recordkeeping and processing systems spread.

Preparation and training

High school graduate preferred. May need some on-the-job training.

High school subjects: typing, office machines, bookkeeping, business math.

Sources of information

Counselor
Employment agency

Division of Vocational and Technical Education
Bureau of Educational Assistance Programs
U.S. Office of Education
Washington, D.C. 20202

Related occupations

Adding machine operator, audit machine operator, bookkeeper, payroll clerk, accounting clerk.

CASHIER

Job description

Many kinds of businesses hire people to greet customers and to handle money. These people are called cashiers. Often they must use a cash register, adding machine, or a calculator. They may be required to make change and keep ample records of the money they handle. In stores, cashiers may wait on customers, check out groceries, or answer the telephone. Theaters use cashiers to sell tickets. Hotel cashiers keep records of telephone charges and other services.

To get the job, you should—

- Be alert to details.
- Be trustworthy and honest.
- Like to work with arithmetic.
- Enjoy meeting people.

- Have patience; do not get excited under pressure.
- Always be polite.
- Take pride in the way you look.
- Work quickly and with accuracy.
- Follow directions and keep records.
- Have good hearing and eyesight.
- Be able to stand for a long time.
- Be able to write numbers and letters clearly.
- Be able to work easily with small things.
- Be able to reach, bend over, and stoop without difficulty.

Things to think about

- Businesses often fill cashiers positions by promoting other workers in the firm. In some places, cashiers are responsible for any loss of money.
- Cashiers who handle large sums of money are often required to have insurance against any loss caused by their mistakes. The employer must be sure of a cashier's honesty and dependability. Be prepared to give an employer some personal references.
- New jobs open up frequently, but competition is high to fill them.

Employment and advancement opportunities

Jop openings for cashiers are expected to be plentiful through 1985. There are only a few opportunities for advancement without additional training.

Preparation and training

Graduation from high school is helpful. The courses listed here will help you gain job skills. If you have limited experience doing cashier work, employers may give you on-the-job training. Some employers require cashiers to be bondable.

High school subjects: typing, bookkeeping, business machines, business mathematics, English, cooperative education.

Sources of information

State Department of Education, Division of Vocational Education, CETA Section

Retail Store Employees Union AFL-CIO

Check the newspaper want ads.

Talk with workers at the businesses that need cashiers. Department stores, restaurants, theaters, and supermarkets all hire cashiers.

Related occupations

Ticket seller, bookkeeper, toll collector, bank teller.

CLAIM ADJUSTER

Job description

Are you interested in becoming a claim adjuster? They are the people who check out property losses for customers. They check damage caused by fire, flood, or automobile accidents. They see if the damage is covered by insurance. They work with the police. They look at hospital records. They talk with the people who have suffered damage. They decide how much money the customer should get for the loss.

To get the job, you should—

- Be able to remember things well.
- Be able to understand words and ideas.
- Be able to explain what you are thinking.
- Be able to use math to figure costs.
- Have good general health.

Things to think about

- Time demanding.
- Sometimes on call 24 hours a day.
- Night and weekend work.
- Must pay attention to detail.
- Many jobs open for women.
- Do you enjoy working with a variety of people and situations?
- Are you tactful?

Employment and advancement opportunities

Employment of claim adjusters will remain very good. Insurance is a demanding field. Through law courses a claim adjuster can advance to chief adjuster.

Preparation and training

High school graduation is required. Driver's license.

High school subjects: business courses, mathematics, English, psychology.

Sources of information

Counselor

Local insurance and adjustment firms

Insurance Information Institution
110 William Street
New York, New York 10038

National Association of Public Insurance Adjusters
1613 Munsey Building
Baltimore, Maryland 21202

Related occupations

Claims collector, claim attorney, claim examiner, claims clerk.

CLERK TYPIST

Job description

Clerk typists perform general clerical duties, the majority of which require the use of a typewriter. They compile and type reports, invoices, application forms, shipping tickets, stencils, and other information supplied to them. They frequently type from rough drafts, and may plan and type complex statistical data. Other duties include filing, sorting mail, and acting as receptionist.

To get the job, you should—

- Have a pleasant personality.
- Have a good disposition.
- Be dependable.
- Be responsible.
- Be reliable.
- Be able to work well with others.
- Be able to sit for long periods of time.
- Be able to use eyes on close work for long periods of time.
- Have good or corrected vision.
- Have finger dexterity.
- Have normal use of hands and arms.
- Have eye-hand coordination.

Things to think about

- Most clerk typists work a standard 5-day week.

- Most employers require applicants to be 18 years of age or older.
- Clerk typist should become proficient in language skills such as spelling, grammar, and letter writing.

Employment and advancement opportunities

Employment of clerk typists is expected to remain very good. Advancement depends on qualifications and initiative of the individual, usually to position of secretary or stenographer.

Preparation and training

High school graduate preferred. Courses from a business school would be helpful. State and Federal Civil Service Examination. Able to type at least 50 words per minute.

High school subjects: bookkeeping, typing, office machines, English.

Sources of information

Job service centers
Counselor
Local businesses
Employment agency

Related occupations

Transcribing machine operator, policy writer, mortgage clerks, credit clerk.

COMPUTER OPERATOR

Job description

The work of a computer operator involves studying and analyzing flow charts, programs, operational instructions and codes to obtain a working knowledge of the electronic data processing computer and its equipment. Computer operators watch the computer during long routine runs, change tapes or replace cards or paper as required, and learn to identify indications of malfunction of the equipment.

To get the job, you should—

- Be able to work with a team.
- Be able to think logically.
- Have an understanding of figures and symbols.
- Be responsible.
- Be alert.
- Be able to lift up to 25 pounds.
- Have normal or corrected eyesight.
- Have manual dexterity.
- Be able to stand for long periods of time.
- Be able to stoop and bend.

Things to think about

- Computer operators may have to work on weekends or overtime if there is a workload buildup.
- More firms are expanding their data processing departments to include computers.

Employment and advancement opportunities

Employment of computer operators will remain good. Openings will occur each year as workers die, retire, or transfer to other jobs.

Preparation and training

High school graduate. Training in computer operation such as given at area vocational-technical schools.

High school subjects: mathematics, science.

Sources of information

Counselor

American Federation of Information Processing Societies
210 Summit Avenue
Montvale, New Jersey 07645

Association for Computing Machinery
1133 Avenue of the Americas
New York, New York 10036

Data Processing Management Association
505 Busse Highway
Park Ridge, Illinois 60068

Related occupations

Detail programmer, computer programmer, engineering and scientific programmer, computer tape librarian, computer laboratory technician.

COMPUTER PROGRAMMER

Job description

Are you interested in becoming a computer programmer? You would put together the material that went into the computer. You would work on problems for the computer. Some problems would be hard, others would be easier. You would work on some programs for a short time; other programs would take longer. You would design forms so that computer material could be read.

To get the job, you should—

- Be able to catch on to an idea.
- Be able to work hard for a long time.
- Be able to remember things well.
- Be able to explain what you are thinking.
- Be able to use math and science to figure out a problem.
- Be able to understand instructions and ideas.
- Be able to do math problems quickly.
- Like to measure things very carefully.
- Be able to see details and differences in charts and writing.
- Have good eyesight.
- Have good general health.

Things to think about

- Work under pressure at times.
- Some maintenance of existing programs.
- Need to be accurate.
- Can you think logically and analyze things?
- Do you have patience and persistence?

Employment and advancement opportunities

Employment of computer programmers is expected to be good as many processes once done by hand are automated now. Computer programmers can advance to systems analyst and senior programmer.

Preparation and training

High school graduation is required. B.A. degree in computer science recommended.

High school subjects: business mathematics, science, English.

Sources of information

Counselor

Data Processing Management Association
505 Busse Highway
Park Ridge, Illinois 60068

Association for Computing Machinery
1133 Avenue of the Americas
New York, New York 10036

American Federation of Information Processing Society
210 Summit Avenue
Montvale, New Jersey 07645

Related occupations

Analyst programmer, process control programmer, detail programmer, engineering and scientific programmer, information system programmer.

CONTROLLER

Job description

Would you like to become a controller? You would manage company funds. You would decide what amount of money a company could spend. You would make company policy about spending. You would make reports to the government. You would prepare the budget. You would make tax reports on company income. You would check on insurance for the company.

To get the job, you should—

- Be able to catch on to an idea.
- Be able to remember things well, and think up new ideas.
- Be able to explain what you are thinking.
- Be able to use math to figure costs.
- Be able to understand instructions.
- Be able to write reports and use correct English.
- Be able to see differences in charts.
- Have good vision.
- Have good hearing.

Things to think about

- Nights occasionally.
- Must have capacity to acquire necessary business knowledge.
- Are you flexible?
- Are you neatly groomed?
- Can you work with others?

Employment and advancement opportunities

Employment of controllers is expected to remain good due to the increasing new businesses being established. Controllers can advance to higher level positions.

Preparation and training

B.A. in economics and business administration.

High school subjects: mathematics, business courses, English.

Sources of information

Counselor

American Bankers Association
1120 Connecticut Avenue
Washington, D.C. 20036

New York Life Insurance Company
Career Information Service
Box 51, Madison Square Station
New York, New York 10010

Related occupations

Financial analyst, financial economist, financial records examiner, financial aids officer, treasurer.

COURT REPORTER

Job description

Court reporters take down all statements made at legal procedings and present their record as the official transcript. They record the examination, testimony, judicial opinions, the judge's charge to the jury, the judgment or sentence of the court, or other proceedings in a court of law by manual or machine shorthand.

To get the job, you should—

- Be alert, responsible, dependable.
- Be conscientious.
- Be able to concentrate.
- Be able to follow instructions.
- Pay attention to detail.
- Have eye-hand coordination.
- Have good hearing.
- Be able to sit for long periods.
- Have finger dexterity.

Things to think about

- Many work overtime to prepare transcription of day's work.
- Court reporters may be requested to read portions of the transcript during a trial on the judge's request.
- Court reporters may have to transcribe recorded material using a typewriter, or dictate the material into a recording machine.

Employment and advancement opportunities

Employment of court reporters is expected to be good as court systems expand to handle the rising number of court cases.

Preparation and training

High school graduate preferred. Training program in courtroom reporting. Certified shorthand reporter certificate.

High school subjects: shorthand, typing, English.

Sources of information

Ask your counselor how people find jobs in this occupation; about desirable aptitude test scores; local state employment service office; business firms, law offices, and insurance offices; Office of Personnel Management (formerly Civil Service Commission); government agencies; manufacturing firms; hospitals.

National Shorthand Reporters Association
118 Park Street, S.E.
Vienna, Virginia 22180

National Secretaries Association (International)
2440 Pershing Road
Suite G-10
Kansas City, Missouri 64108

Related occupations

Medical secretary, secretary, typist, medical stenographer.

CREDIT CLERK

Job description

Credit clerks, under the direction of a credit manager, receive and pass judgment on credit applications for purchases, repair work, installment contracts, and loan contracts. They may interview the applicants to obtain the necessary information. They telephone or write credit references and contact the local credit bureau to obtain information about the applicant.

To get the job, you should—

- Be neat in appearance.
- Have a pleasant speaking voice.
- Have good judgment.
- Be able to get along with people well.
- Enjoy detailed work.
- Have good eye-hand coordination.
- Normal or corrected vision.

Things to think about

- Salary may depend on the size of the business, the volume of the work, and the education and experience of the applicant.
- Credit clerks may have to contact the customer for payment.
- Credit clerks adjust the customer's account when incorrect charges are made.
- They may also perform routine clerical functions such as typing collection letters, filing, or answering the telephone.

Employment and advancement opportunities

Employment opportunities for credit clerks are expected to remain good due to the large number of people who are borrowing money.

Preparation and training

High school graduate preferred. Courses in business would be beneficial.

High school subjects: typing, bookkeeping, office machines, English, math.

Sources of information

Counselor

Employment agency

Local business managers

Business career school

Related occupations

Credit clerk, credit manager, file clerk, loan officer, payroll clerk.

CREDIT COLLECTOR

Job description

Credit collectors deal with people who have not paid their bills on time. They write letters or talk with people who owe money and try to get them to pay it. They search for people who have moved and left unpaid bills behind. They might deal with people who write bad checks. They keep records of accounts. They must know the laws about collecting money.

To get the job, you should—

- Be able to work hard for a long time.
- Be able to remember things well.
- Be able to explain what you are thinking.
- Be able to use math to figure costs.
- Be able to think up new ideas.
- Be able to understand and follow instructions.
- Be able to write reports and use good English.
- Be able to talk easily to people.
- Be able to do math problems quickly.
- Have good general health.

Things to think about

- Commission is paid.
- Weekend and evening work.
- Knowledge of collection laws a must.
- Are you honest?
- Do you have tact and persistence?
- Do you have a good memory?
- Is your appearance neat?

Employment and advancement opportunities

Employment of credit collectors is on the decline as most businesses are turning to lawyers to do their collecting.

Preparation and training

High school graduation is required. Driver's license.

High school subjects: business courses, psychology, speech, English, bookkeeping.

Sources of information

Counselor

Local collection agencies

Local banks

National Consumer Finance Association
1000 Sixteenth Street, N.W.
Washington, D.C. 10036

National Institute of Credit
3000 Marcus Avenue
Lake Success, New York 11040

Related occupations

Tracer, collection clerk, insurance collector, installment checker, repossessor.

CREDIT MANAGER

Job description

Credit managers are in charge of the sale of company goods on credit. They check into the credit ratings of their customers. They explain interest rates to customers. They collect money for goods. They deal with past due accounts. They keep records of all credit sales. They set credit rules for customers.

To get the job, you should—

- Be able to catch on to an idea.
- Be able to work hard for a long time.
- Be able to remember things well.
- Be able to understand words and ideas.
- Be able to explain what you are thinking.
- Be able to understand and follow instructions.
- Be able to write reports in good English.
- Be able to talk easily to people.
- Be able to see differences and details in charts and writing.
- Have good general health.

Things to think about

- Knowledge of credit laws needed.
- Working with detailed information.
- Are you honest?
- Can you get along well with others?

Employment and advancement opportunities

Employment of credit managers is expected to remain moderate. Employment prospects will be best for those who are well-qualified.

Preparation and training

High school graduation is required.

High school subjects: business courses, math, English.

Sources of information

School counselor

National Consumer Finance Association
1000 Sixteenth Street, N.W.
Washington, D.C. 20036

Society of Certified Consumer Credit Executives
275 Jackson Avenue
St. Louis, Missouri 63130

National Institute of Credit
3000 Marcus Avenue
Lake Success, New York 11040

Related occupations

Credit analyst, credit authorizer, application clerk, inventory audit clerk.

DATA TYPIST

Job description

Data typists use special machines that convert the information they type to holes in cards or magnetic impulses on tapes or disks. The user sits at a machine equipped with a typewriter keyboard and an electronic screen that displays the data as it is entered directly into the computer.

To get the job, you should—

- Not mind sitting for long periods of time.
- Be able to follow instructions well.
- Be able to concentrate on one subject for long periods of time.
- Be responsible and dependable.
- Be able to spell.
- Have good manual dexterity.
- Be able to work under close supervision.
- Like working with machines.
- Have normal or corrected vision.

Things to think about

- Most data typists work in air-conditioned rooms to keep the electronic equipment temperature controlled.
- May have to proofread typed copy to identify errors, and retype copy.

Employment and advancement opportunities

Employment of data typists is expected to remain very good. Advancement opportunities are limited, but some may advance to supervisory positions.

Preparation and training

High school graduate preferred. Vocational or business school.

High school subjects: typing, business, office machines.

Sources of information

School counselor

Local business offices using data typists

American Federation of Information Processing Societies
210 Summit Avenue
Montvale, New Jersey 07645

Related occupations

Braille typist, data coder operator, keypunch operator, magnetic tape typewriter operator, telegraphic typewriter operator.

DUPLICATING MACHINE OPERATOR

Job description

As a duplicating machine operator your main job would be to make copies of things. You may use one or more different kinds of copying machines. You will make adjustments to the machines that are used. You might also make minor repairs to the machines. You will need to make sure that the copies you make come out clear and easy to read.

To get the job, you should—

- Be able to work and think hard for a long period of time.
- Understand written and spoken instructions.
- Be able to tell how good different things are.
- Be able to read and understand plans.
- Be able to see differences in shapes and lines.
- Be able to look for small details.
- Be able to find problems in machines and fix them.
- Be able to sit or stand, do heavy work, climb or balance, stooping, kneeling, crouching, crawling, reaching, handling, and fingering.

Things to think about

- You should like to work by yourself.
- You should like to work with machines.
- You must like to work in a regular way.
- You must like to work with things and objects.
- You should like to see a finished piece of work in a short period of time.
- You must repeat the same task over and over again.
- You should like to do a task that will show direct results.
- You should like to do mechanical things.

Employment and advancement opportunities

Employment of duplicating machine operators is expected to be very slow as computerized recordkeeping and processing systems spread.

Preparation and training

High school graduation is helpful, but not required. Previous experience is helpful but not required. Usually required to work adding machines and calculators.

High school subjects: typing, bookkeeping, office skills, graphic arts.

Sources of information

Association of Independent Colleges and Schools
1730 M Street, N.W.
Washington, D.C. 20036

National Business Education Association
1906 Association Drive
Reston, Virginia 22091

Related occupations

Addressing machine operator, photographic machine operator, transcribing machine operator, adding machine operator.

FILE CLERK

Job responsibilities

The file clerk—

- Knows the requirements of the job.
- Knows the vocabulary of the job.
- Knows how to index names.
- Knows the rules for filing personal names.
- Knows the rules for filing business names.
- Codes titles before filing.
- Makes decisions concerning cross-referencing of materials.
- Knows how to sort materials.
- Knows the rules for geographic filing.
- Knows the rules for numeric filing.
- Knows how to use filing equipment.
- Keeps records of charging.
- Does follow-up work.
- Transfers inactive records.
- Sees that certain records are microfilmed.

Job description

Do you know what file clerks do? File clerks keep papers in order. They file letters, cards, invoices, receipts, and other records. They also sort materials and place them in file cabinets, drawers, boxes, or in special filing cases.

As a file clerk, your duties would include finding and removing materials, keeping records of materials moved, stamping materials received, tracing missing file folders, and typing indexing information on folders. Can you think of any other duties?

Filing is the file clerk's main duty. Filing is putting business papers in order until they are needed. Filing provides a safe place for these materials: cards, letters, forms, catalogs, invoices, maps, statements, legal documents, newspapers, blueprints, magazine articles, personnel records, mailing lists, minutes of meetings, committee reports, etc.

The way records are used or requested determines how a filing system is set up. There must be a system because a file clerk who files an item may not be the same person who locates the requested material at a later date. There are four methods of filing: alphabetic, numeric, geographic, and subject. As a file clerk, you may use all four methods or only one method depending on where you work.

Working conditions

Your working conditions would include a large, air-conditioned, well lighted room. You will be on your feet most of the day, so be sure to wear comfortable shoes.

Training and skills

How do you become a file clerk? Most file clerks graduated from high school where they learned to type and learned a little about filing. Some companies will hire you without a high school education, but you probably will not advance very far without one.

A file clerk must have certain skills and abilities, including:

- Reading ability
- Ability to be accurate
- Knowledge of the alphabet
- Knowledge of abbreviations
- Liking for detail
- Manual dexterity
- Good eyesight (or corrected with glasses)
- Good memory
- Ability to stand for a long time to file in top drawers of four- and five-drawer file cabinets.

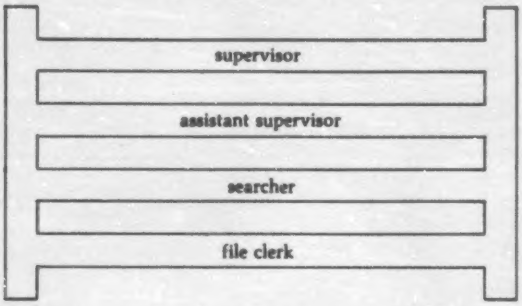
Other important abilities have to do with personality. A file clerk usually has to work with all the workers in the office and therefore must have the ability to adapt to all personalities. File clerks must also show initiative, trustworthiness, and tact.

(Adapted from U.S. Department of Labor's *Dictionary of Occupational Titles,* Vol. 1, third edition, 1965.)

Opportunities

What are your opportunities as a file clerk? If you are a good employee, you can move up to different jobs within the company. What position you get depends on your education and what you learned as a file clerk. Many file clerks who meet the requirements advance into secretarial positions. Others prefer to move up within the filing department. The career ladder below shows some of the positions within the filing department that you could move up to.

File Clerk Career Ladder



GENERAL SECRETARY

Job description

Secretaries schedule appointments, give information to callers, take dictation, and otherwise relieve officials of clerical work and minor administrative and business detail. They read and route incoming mail. They locate and attach appropriate files to correspondence to be answered by employer. They take dictation in shorthand or by machine and transcribe notes on typewriter. They compose and type routine correspondence. They schedule appointments for employer and greet visitors.

To get the job, you should—

- Learn quickly.
- Be able to work and think hard for a long time.
- Remember lots of information.
- Understand what people want done.
- Be able to understand written instructions.
- Be able to explain what you are thinking.
- Use correct English.
- Be able to look for small details.
- Pay close attention to your work.
- Do work quickly.
- Be able to reach, handle, and finger things.

Things to think about

- You should like to work with people in business activities or places.
- You should like to explain ideas to people.
- You will have many different things to do on the job.
- You should like to work with others but not give directions.
- There may be some eyestrain.
- You will have to sit for long periods of time.
- There will be stress from deadline pressures.
- You may have to work for more than one person.

Employment and advancement opportunities

Employment opportunities are expected to remain excellent for general secretaries. Advancement might be to private secretary, administrative secretary, executive secretary.

Preparation and training

You should have a high school diploma. You should be able to type, take shorthand, and operate office machines.

High school subjects: shorthand, typing, bookkeeping, business English, mathematics, business machines.

Sources of information

National Secretaries Association (International)
2440 Pershing Road
Suite G-10
Kansas City, Missouri 64108

National Shorthand Reporters Association
118 Park Street, S.E.
Vienna, Virginia 22180

The Latin American Institute
2 West 45th Street
New York, New York 10036

Division of Educational Assistance Programs
U.S. Office of Education
Washington, D.C. 20202

Related occupations

Stenographer, legal secretary, medical secretary, receptionist, file clerk, clerk typist.

HIGH SPEED PRINTER OPERATOR

Job description

Are you thinking of a job as a high speed printer operator? This work is partly with computers. You would wire plug boards to change computer tapes into printed material that we can read. You will need to check the printed material to make sure it is clear and easy to read.

To get the job, you should—

- Be able to work and think hard for a long time.
- Make good plans and follow them.
- Be able to tell how good different things are.
- Be able to read and understand well.
- Be able to follow directions both written and spoken.
- Be able to see differences in shapes and lines.
- This is light work.
- There will be a lot of standing and sitting.

Things to think about

- You will have to keep records.
- You should stay alert.
- You will need to be able to see things and draw pictures of them.
- You will have to be able to work easily with small things.
- You need to read directions and diagrams.
- You should look for small details.
- You will have to pay close attention to your work.
- You need to do very neat work.

Employment and advancement opportunities

Employment of high speed printer operators is expected to remain very good. Advancement goes up to more complicated machines.

Preparation and training

A high school diploma is preferred.

High school subjects: data processing, machinery, business subjects.

Sources of information

Data Processing Management Association
524 Busse Highway
Park Ridge, Illinois 60068

Association for Computing Machinery
211 East 43rd Street
New York, New York 10017

Related occupations

Card-tape convertor operator, computer programmer, card punch operator, computer laboratory technician.

INVENTORY CLERK

Job description

An inventory clerk compiles records of amount, kind, and value of merchandise, material, or stock on hand in establishment or department store. The clerk counts stock, material, or merchandise on hand and posts totals to inventory records. The clerk compares inventories taken by other workers with office records or computes figures from sales, equipment, shipping, production, purchase, or stock records.

To get the job, you should—

- Be dependable and responsible.
- Be honest.
- Be good at numbers.
- Not mind working irregular hours.
- Not mind doing the same work over and over.
- Be able to stoop and bend.
- Be able to work alone or as part of a team.
- Have normal or corrected vision.

Things to think about

- Prepares reports of inventory balance, prices, and shortages.
- May list depleted items.
- May operate typewriter, adding machine, or calculating machine.
- May recommend survey of broken items.

Employment and advancement opportunities

Employment of inventory clerks is expected to remain good. Some clerks can advance to more responsibility or to supervisors.

Preparation and training

High school diploma preferred. On-the-job training.

High school subjects: mathematics, business.

Sources of information

School counselor
Local Job Service Center
Local department and grocery stores

National Association of Wholesaler-Distributors
1725 K Street N.W.
Washington, D.C. 20006

Related occupations

Accounting clerk, admitting clerk, animal hospital clerk, bookkeeping clerk, credit clerk.

KEYPUNCH OPERATOR

Job description

Keypunch operators work with a machine that looks like a typewriter. They use the same basic typing skills to make information ready for computers to use. Special cards are put into the machine instead of typing paper. Keys are pushed to tell the machine what to do. As the keys are pushed, holes are punched through the cards. It is the holes that the computer reads.

To get the job, you should—

- Like to work with things.
- Be able to follow directions.
- Be able to work as part of a team.
- Be able to accept others telling you what to do.
- Like to work in one area for long periods of time.
- Like work that is detailed.
- Enjoy doing the same kind of work most of the time.
- Be able to sit for long periods of time.
- Be able to move your fingers quickly.

Things to think about

- Operators must be alert for mistakes.
- You must be very familiar with the machines in order to detect problems.
- Advanced or college training is required for most other computer jobs.
- Jobs for keypunch operators are declining because of new, improved methods of data entry.

Employment and advancement opportunities

Employment of keypunch operators is expected to slowly decline. Experienced keypunch operators may advance to supervisory levels.

Preparation and training

A high school education is usually required. No certification required. Employers may test your keypunching or typing ability before hiring.

High school subjects: typing, office tabulation machines, special keypunching courses, English, math, business education.

Sources of information

Data Processing Management Association
505 Busse Highway
Park Ridge, Illinois 60068

Association for Computing Machinery
1133 Avenue of the Americas
New York, New York 10036

Association of Independent Colleges and Schools
1730 M Street, N.W.
Washington, D.C. 20036

Related occupations

Addressing machine operator, linotype operator, computer tape librarian, computer laboratory technician.

LEGAL SECRETARY

Job description

The job of a legal secretary is very much like regular secretary, except that you must know legal terms. You prepare legal papers and letters. You also prepare summonses, complaints, motions, and subpoenas. You may also take messages, sort mail, or do filing.

To get the job, you should—

- Be able to pay attention to details.
- Have good dictation and transcription skills.
- Be able to work under pressure.
- Have good knowledge of legal terms.
- Be able to work alone.
- Be able to keep information confidential.
- Be able to reach, handle, finger.
- Be able to talk, see, hear.
- This job involves a lot of sitting.

Things to think about

- Good knowledge of spelling, grammar, punctuation, and vocabulary.
- You must be an excellent typist as many documents cannot have any errors.
- You may be working in a specialized field such as criminal law, divorce, will, corporation law, government, or patents.
- There is very little overtime.

Employment and advancement opportunities

Employment of legal secretaries is expected to increase. Advancement may be to private secretary, office manager, or office supervisor.

Preparation and training

High school graduation. Go through a legal secretarial course to learn the terms and different kinds of forms. Should be able to take shorthand and operate office machines.

High school subjects: shorthand, typing, bookkeeping, business English, mathematics, business machines.

Sources of information

National Association of Legal Secretaries
P.O. Box 905
Beckley, West Virginia 25802

Local lawyers or law firms.

Related occupations

Medical secretary, stenographer, general secretary, court reporter.

LOAN OFFICER

Job description

As a loan officer you would talk with people who wanted to buy things. You would spend time finding out if they could pay for these things. If they were able to pay, you would give them a loan backed by your company. You would explain interest rates to them. You would also explain how they must pay the loan off. You would also look for different or more lenders for your customers. You might loan money for homes, farms, or cars.

To get the job, you should—

- Be able to work hard for a long time.
- Be able to remember things well.
- Be able to understand words and ideas.
- Be able to explain what you are thinking.
- Be able to think up new ideas.
- Be able to understand and follow instructions.
- Be able to write reports and use good English.
- Be able to talk easily to people.
- Be able to see details and differences in charts and writing.

Things to think about

- You need good knowledge of credit laws.
- Much research work.
- A good loan officer is capable of refusing a loan application with diplomacy and tact without incurring the wrath of the prospective borrower.
- Since loan officers handle large sums of money and have access to customers' confidential information they must have a high degree of integrity.

Employment and advancement opportunities

Employment of loan officers is expected to remain good.

Preparation and training

High school graduation is required.

High school subjects: English, speech, mathematics, general business.

Sources of information

Counselor
Local banks and lending companies

National Consumer Finance Association
1000 Sixteenth Street, N.W.
Washington, D.C. 20036

National Institute of Credit
3000 Marcus Avenue
Lake Success, New York 11040

Related occupations

Mortgage loan officer, loan counselor, loan closer, loan clerk.

MANAGEMENT TRAINEE

Job description

The management trainee performs diverse tasks intended to familiarize him with the organizational structure, procedures, products, and philosophy of the employer. Often he starts at the bottom so he can become familiar with all phases of the business. Most employers formalize their management trainee programs with written schedules of instruction, experience, and periodic interviews.

To get the job, you should—

- Have the ability to plan, initiate, and execute programs.
- Have the ability to understand, interpret, and apply procedures and directives.
- Have a good numerical facility to analyze and use statistics and maintain production and inventory controls and records.
- Have ability to use independent judgment.
- Have good general health.
- Have normal or corrected vision.
- Have good hearing.

Things to think about

- Management trainees may work evenings and weekends.
- Management trainees should be prepared to work in a variety of situations varying from office to shop or field, from solitary assignments to jobs requiring group effort.
- As the management trainee changes from assignment to assignment, performance is closely supervised.

Employment and advancement opportunities

Employment opportunities for management trainees are expected to remain good.

Preparation and training

High school graduate. High school distributive education would be very helpful. Ask your counselor about courses. Some employers prefer B.A. degrees in business.

High school subjects: English, typing, speech, mathematics, business, bookkeeping, economics.

Sources of information

Contact private employment agencies.
Contact Kansas State Employment Service.

American Management Association
135 West 50th Street
New York, New York 10020

Related occupations

Credit clerk, credit manager, department manager, plant manager, production clerk, purchasing agent.

MORTGAGE LOAN OFFICER

Job responsibilities

The mortgage loan officer—
- Knows the requirements of the job.
- Is familiar with vocabulary related to business, banking, and real estate.
- Interviews the applicants for mortgage loans and reviews their credit applications.
- Computes monthly mortgage payments.
- Prepares notes and mortgages for signature.

Assesses the value of a house and the property it is located on.
Is familiar with real estate and construction in the community.

Introduction

Does your family live in a house? If so, you may already have an idea of the expense of owning a home. However, if you live in a rented apartment or house, you may not be aware of what it costs to own a home.

Buying a house is the largest purchase and one of the most important decisions a family makes. They must consider things like cost, size, location, insurance, upkeep, and taxes. When a family makes the decision to buy a home, they must also decide how they will finance (pay for) it. The average cost of a home today is very high. Because of this high expense, most people cannot afford to pay cash. Instead, they must finance it by borrowing money.

There are several places that lend money for homes—life insurance companies, mutual savings banks, and savings and loan associations. Many people go to a savings and loan association for a home loan. There are probably a number of savings and loan associations in your city. A savings and loan association is different from a bank—it offers no checking account, only savings accounts. Its primary function is to provide low-interest loans to people for land, homes, or improvement of property.

When families borrow money for a home, they obtain a mortgage on it. A *mortgage* is a loan for property (houses, land, buildings, etc.) that the buyer pays back over a certain number of years with *interest* (a charge for borrowing money). The house is the *collateral* (security for payment) for the loan. If the buyer does not make the mortgage payment, the lender can then *repossess* (take back for nonpayment) the house. The buyer pays back the cost of the home (principal) and interest combined in monthly installments (payments).

You cannot receive a loan for the entire cost of a house. All lending institutions require you to pay a down payment in cash and mortgage the rest of the cost of the house. How much of a down payment is required? Under the rules developed by the Federal Housing Administration (a government agency that finances loans), a down payment of 5 percent to 20 percent is the minimum allowed. However, it is best to make a down payment of at least 20 percent of the purchase price, because the larger the down payment, the smaller the monthly payments will be.

There are two important rules to remember when purchasing a home:

1. The price of your home should not be more than 2½ times your annual income. For example, a family with an income of $10,000 could safely plan to pay up to $25,000 for a home.
2. Your monthly payments should not be more than 25 percent of your gross monthly income, or one week's pay.

It is very important for all home buyers to use these rules so that they won't end up in financial trouble by buying a home that is too expensive for them.

Now that you know a little about the problems involved in buying a home, you can learn about the duties of a mortgage loan officer.

Job description

A mortgage loan officer evaluates the *credit* (ability to pay) and *collateral* (security for payment) of people applying for a loan. S(he) must be familiar with economics, business, and commercial law, and needs to be able to analyze financial statements. The mortgage loan officer is responsible for preparing reports, arranging *appraisals* (to determine the value of property), and handling the financial arrangements between the borrower and the bank. It is his/her responsibility to carefully check the background of the client before recommending to the loan committee that a loan be granted.

In order to determine the ability of a client to repay a loan, the loan officer must carefully look over the credit application, interview the client and his/her spouse, check with the credit bureau and the references listed, and investigate any previous credit.

In most cases the loan officer uses his/her own judgment in determining a client's ability and desire to repay a loan. An error in judgment could cause the bank to lose money. Therefore, it is necessary for the loan officer to check very carefully all the information given by the client.

Mortgage loan officers usually appraise property themselves. An appraisal is necessary to determine the worth of the home and the property it is on, and whether the client is paying too much. In order to determine what a house is actually worth, s(he) must consider its location, future market value, construction materials, and the value of the land. Therefore, it is extremely important for the loan officer to keep up with current real estate information and construction within the community.

Working conditions

Working conditions are excellent. Offices in banks are nicely furnished, air-conditioned, and well equipped. Working hours usually range from 9:00 to 4:00, five days a week. Mortgage loan officers spend some time outdoors, appraising property.

Training and skills

Most banks and other lending institutions require their loan officers to have a college education. Even with this background, you will probably start out in some lower position, such as bank teller. Some banks offer management-trainee programs for their employees. A college degree in business administration, finance, or economics will give you a much better chance of getting into one of these programs. It is here that you get your banking knowledge.

The trainee program lasts for one year, during which time you gain experience in all the departments of the bank. After completion of the program, you may become a loan officer or go to work in one of the other departments, depending upon what openings are available at the time you complete training and what field interests you the most.

Opportunities

Your opportunities for advancement are excellent. Most departments have managers who occupy senior vice-president positions. As a mortgage loan officer, your title would be assistant vice-president. Of course, you could always work your way up to president of a branch bank.

OFFICE BOY/GIRL

Job description

Office boys and girls take messages from one place to another. They open and sort mail. They run errands for people in offices. Sometimes they answer the telephone. They mail letters and packages. They do routine jobs. They might run some office machines.

To get the job, you should—

- Be able to catch on to an idea.
- Be able to work and think hard for a long time.
- Be able to remember things well.
- Be able to understand instructions.
- Have good hearing.
- Have good vision.
- Have hand and finger dexterity.

Things to think about

- Much standing and walking.
- Routine work.
- Can you take orders from many people?
- Do you have a pleasant personality?
- Are you dependable?

Employment and advancement opportunities

Employment of office boys/girls is expected to remain good. Office boys/girls can advance to clerks or receptionists.

Preparation and training

High school graduation is not required. On-the-job training is usually given by your employer.

High school subjects: business courses.

Sources of information

Ask your counselor how people find jobs in this occupation; about desirable aptitude test scores for this job.

Local state employment service office
Banks
Broadcasting stations
Large business firms

Geyer-McAssiter Publications
212 Fifty Avenue
New York, New York 10010

Office and Professional Employees International Union
265 West 14th Street, Suite 610
New York, New York 10011

Related occupations

Telegram messenger, telephone clerk, receptionist.

OFFICE MANAGER

Job responsibilities

The office manager—

Knows the requirements of the job.
Knows the vocabulary of the job.
Supervises the activities of the staff and organizes the work such as typing, bookkeeping, and payroll.
Directs and gives orders to supervisors in charge of other clerical and office functions.
Conducts staff meetings to inform employees of new policies and procedures, employee benefits, new work hours, production problems, and other activities of the company.
Conducts training sessions for new employees to explain the company business, employees' duties and responsibilities, and company policies and procedures.
Plans the office layout.
Orders necessary equipment and supplies for the office.
Reviews and revises office procedures to be sure the work is being done efficiently and uniformly.
Standardizes procedures for filing records, correspondence, and forms.
Reviews personnel records for completeness and accuracy and has records kept up to date.
Assists in bookkeeping and payroll activities.

Job description

Who is the office manager? On television, the office manager is the person called "the boss." In real life, the office manager is the person in charge of all work activities in a particular office. S(he) is a decision maker, problem solver, and work organizer. The office manager guides and directs the work of employees and sees to it that they do their work efficiently and correctly, according to company policy and procedures.

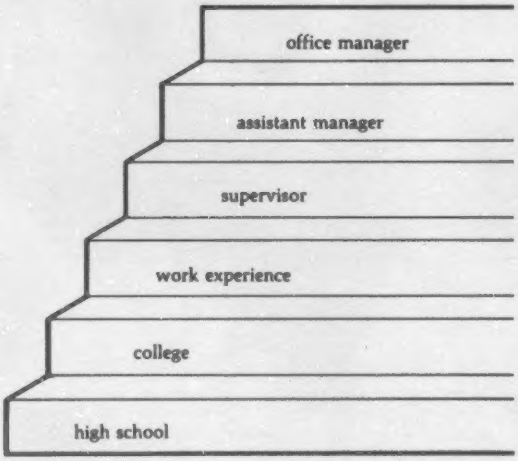
The office manager plans the arrangement of the work area, orders supplies and equipment for the office, conducts regular staff meetings, trains new employees, and sets up uniform methods of doing work. Most important, the office manager works with people—employees, their supervisors, and the management.

Working conditions

Working conditions for the office manager are usually excellent. Most offices today are modern, well equipped, pleasant, and air-conditioned. Because of the many duties and responsibilities of the job, the office manager cannot always count on working only eight hours a day. The office manager's duties sometimes require him/her to work overtime, travel, and attend meetings and conferences outside the office.

Training and skills

The position of office manager is not one for the beginning worker. It takes time—and experience—for a person to work up to this position of responsibility. The time it takes to be promoted to office manager varies, but the steps usually follow something like this:



Most companies require their office managers to have a college education and prefer them to have degrees in business administration. A person with a liberal arts degree, however, can obtain special education or training and experience in office procedures and management to become qualified for the position of office manager.

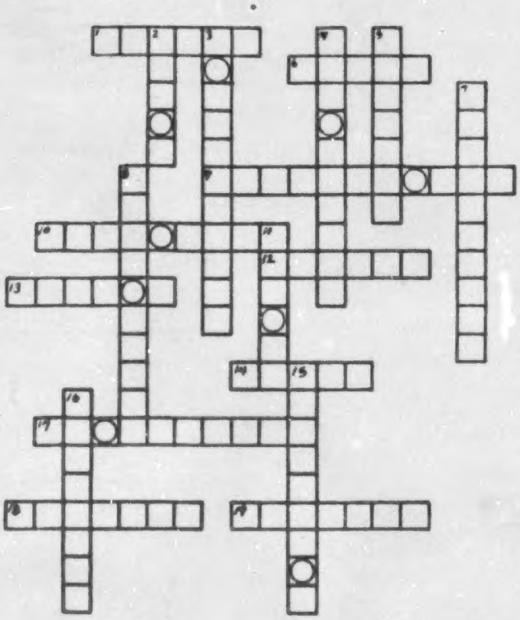
The office manager does not have to be highly skilled in typing, shorthand, or bookkeeping, but these skills can be stepping stones for him/her in the company.

The office manager must set good examples for the staff by being punctual and keeping appointments, treating each employee fairly, and being understanding of the problems and needs of the employees. Just as important are leadership skills, initiative, and efficiency. Finally, because the office manager works with many different types of people, s(he) must be patient, tactful, pleasant, and neat in appearance.

Opportunities

What are your chances for promotion as an office manager? Well trained and experienced office managers are in a good position to move up in their company. The qualified manager can be promoted to middle management positions, such as director of operations, production, or distribution, and top management positions, such as comptroller, treasurer, vice-president, or even president.

Learning activity: crossword puzzle



After completing the puzzle, rearrange the circled letters to find out what happens to a successful office manager.

ACROSS

1. The — manager is an important person.
6. Salary; the amount of money a person earns
9. An order form. The manager sent a — to the office supply store.
10. People who work in an office.
12. The — for a meeting is the list of things to be discussed.
13. The office manager earns a — of $8,000 a year or more.
14. Some office managers have weekly — meetings for people who work under them.
17. The office manager — the work of his/her staff.
18. The office — assists in payroll activities.
19. Correspondence.

DOWN

2. The office manager fills out requisition — to order needed supplies.
3. The office manager attends meetings and —.
4. Equipment and available office space
5. Paid vacation is an employee —.
7. A short note written to someone in the same office.
8. To give or hand out.
11. The office manager designs the office —, including the arrangement of furniture and equipment.
15. The good office manager can be promoted to administrative —.
16. A college degree in — administration is helpful to the office manager.

Learning activity: your company

As office manager, you need to know a lot about the company you are working for. Go to your school or public library and find out about a particular company —your choice! Dun and Bradstreet or Fortune 500 will give this kind of information, or you can ask your librarian for help in locating other information about companies. If you prefer, you can visit a local company. Try to find out what business activities this company is involved in. Find out what types of offices (business, personnel, marketing, production, etc.) it has. Select one office in this company to study. This will be *your* office and you will be the office manager.

Learning activity: word search

In the following puzzle you will find many qualities, activities, and equipment connected with the office manager. They may be spelled forward or backward, up, down, or diagonally. Try to find all the words.

ACCURATE
ACTIVITIES
ADMINISTRATIVE
AGENDA
BOSS
BUSINESS OFFICE
CAREFUL
COLLEGE GRADUATE
COMPANY
CONFERENCES
COORDINATES
DECISIONS
DESK
DISTRIBUTE
DUTIES
EFFICIENT
EQUIPMENT
EXPERIENCE
FAIR
FLOW CHART
INITIATIVE
LEADER
MANAGEMENT
MEETINGS
NEAT
OFFICE MANAGER
PERSONNEL
PLAN
PLEASANT
POLICIES
PROCEDURES
QUALIFIED
RECOMMENDATION
RESPONSIBILITY
STAFF
SUPERVISE
TACTFUL
TRAVEL
UNDERSTANDING

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A T S L T N A S A E L P L C N A R P
M O M O T S E I T I V I T C A T E O
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PAYROLL CLERK

Job responsibilities

A payroll clerk—

- Knows the requirements of the job.
- Knows the vocabulary used in the job and on office forms.
- Gives W-4 forms to new employees to fill out and checks them to be sure they are correct.
- Checks the hours on each employee's time card.
- Computes the regular and overtime hours for each employee.
- Prepares a payroll register for each pay period.
- Computes the regular, overtime, and total wages for each employee.
- Computes the income tax withholdings for each employee.
- Computes FICA (Social Security) deductions for each employee.
- Determines if an employee has other deductions to be withheld.
- Computes the total deductions for each employee.
- Computes the net pay for each employee.
- Receives the payroll supervisor's approval for the payroll register before preparing the payroll checks.
- Prepares a payroll check for each employee.

Job description

Every employee in a company depends on the payroll clerk to get the paychecks out on time. How does the payroll clerk do this? S(he) has many important responsibilities. The payroll clerk computes the wages for each employee and keeps all necessary payroll records. Several duties require skill in the use of a calculator and familiarity with certain office forms. Some duties include checking the number of hours each employee works as recorded on time cards and preparing a payroll register each pay period. The register is a form which contains the wages, deductions, and net pay of each employee. The payroll clerk also determines the amount of deductions to be withheld for Social Security and income tax by referring to tax tables prepared by the federal government. S(he) determines whether each employee has any other deductions such as insurance, credit union payments, savings, and bond purchases. In addition, the payroll clerk prepares the payroll checks for each employee.

Training and skills

Employers set up their own job skill and experience requirements for beginning payroll clerks, but all require their payroll clerks to be at least 18 years old and have the following abilities and qualities:

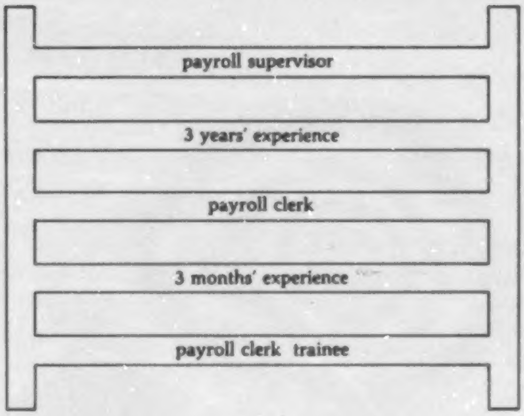
- A high school education
- The ability to work with figures
- Accuracy and attention to detail
- Honesty and reliability
- Experience in using a 10-key adding machine, a calculator, or other business machines.

Because the payroll clerk deals with many people during the day, it is important that s(he) have a neat appearance, a pleasant personality, and the ability to communicate with other workers in the office and with the public. In addition, previous office experience and course work in bookkeeping are helpful in getting a job as a payroll clerk.

Opportunities

As a payroll clerk, what are your opportunities for advancement? The accompanying chart shows how one might move up from a trainee to a payroll supervisor. Other opportunities for the experienced payroll clerk exist in personnel and bookkeeping.

Payroll Clerk Career Ladder



PBX INSTALLER

Job description

PBX installers install telephone switchboards and specialized communication equipment, such as intercommunication systems, telephoto circuits, mobile radiotelephones, and teletypewriters, on customers' premises. They connect telephone or telegraph cable terminals to inside wires and switchboard, following diagrams.

To get the job, you should—

- Be in good physical condition.
- Be able to climb, stoop, bend, and stand.
- Enjoy all types of weather.
- Have good vision and color vision.
- Be able to follow instructions both orally and in writing.
- Be able to communicate well with others.
- Be able to work under stress.

Things to think about

- Will use hand tools, soldering iron, and wire wrap gun.
- Tests and adjusts installation, using voltmeter, ammeter, and test telephone set.

Employment and advancement opportunities

Employment of PBX installers is expected to increase due to the growing demand for telephones and PBX systems. Those who have the ability can advance to supervisor.

Preparation and training

High school graduate. On-the-job training. Physical examination. Driver's license.

High school subjects: mathematics, electricity, shop industrial arts.

Sources of information

School counselor
Local telephone company

Telecommunications International Union
P.O. Box 5462
Hamden, Connecticut 06518

International Brotherhood of Electrical Workers
1200 Fifteenth Street, N.W.
Washington, D.C. 20005

United States Independent Telephone Association
1801 K Street, N.W.
Suite 1201
Washington, D.C. 20006

Related occupations

Automatic equipment technician, central office repairer, telephone maintenance mechanic, signal maintainer, line inspector.

PERSONNEL CLERK

Job description

Personnel clerks keep records on each worker in a company. Some of the records have personal information such as addresses and insurance papers. Other records show weekly earnings, absences, and production figures. Besides typing and filing records personnel clerks may score tests given to people who apply for jobs. They may also prepare reports and notes for the personnel manager to use.

To get the job, you should—

- Prefer to work indoors.
- Like to meet and talk with all kinds of people.
- Not mind sitting at a desk most of the day.
- Not mind working alone.
- Be able to keep secrets to yourself.
- Be able to hear and see well. (Glasses and hearing aids are O.K.)

Things to think about

- Workers with minimum educational background will find advancement beyond routine positions difficult.
- Personnel clerks help business and other organizations keep accurate records of their employees' experience and qualifications.
- They work for many kinds of businesses. They may work for hotels, hospitals, and wholesale houses. They may work for government offices.

Employment and advancement opportunities

Employment of personnel clerks is expected to remain good. Promotions depend on the policies of individual companies.

Preparation and training

High school education preferred. Courses in business from an area vocational-technical school may give you better opportunities for jobs.

High school subjects: English, typing, bookkeeping, office practices.

Sources of information

Counselor
Local businesses
Employment agencies
Commercial agencies

The American Society for Personnel Administration
52 East Bridge Street
Berea, Ohio 44017

Related occupations

Clerk typist, file clerk, keypunch operator, public relations worker.

PERSONNEL ADMINISTRATOR

Job description

Personnel administrators manage employment activities of establishments. They plan and direct activities of staff workers concerned with such functions as developing sources of qualified applicants, conducting screening interviews, administering tests, checking references and background, evaluating applicants' qualifications, and arranging for training of newly hired employees.

To get the job, you should—

- Have a good personality.
- Be able to speak and write effectively.
- Be able to work well with people of all levels of education and experience.
- Be able to make good judgments.
- Be able to work as part of a team.
- Have supervisory abilities.
- Be responsible.
- Have integrity.
- Be fair minded.

Things to think about

Keeps records and compiles statistical reports concerning recruitments interviews, hires, transfers, promotions, terminations, and performance appraisals.

Employment and advancement opportunities

Employment of personnel administrators is expected to increase due to the new jobs opening up.

Preparation and training

High school graduate. Bachelor's degree in personnel administration.

High school subjects: business, English, speech, mathematics, psychology, social science, economics.

Sources of information

School counselor

American Society for Training and Development
P.O. Box 5307
Madison, Wisconsin 53705

The American Personnel and Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

American Society for Personnel Administration
19 Church Street
Berea, Ohio 44017

International Personnel Management Association
1313 East 60th Street
Chicago, Illinois 60637

Related occupations

Employment manager, labor relations manager, employment interviewer, director of placement, personnel manager.

PERSONNEL INTERVIEWER

Job responsibilities

The personnel interviewer—

- Knows the requirements of his/her job.

- Knows the vocabulary of his/her job.
- Furnishes the job applicant with an employment application form and, when necessary, helps him/her fill it out.
- Administers preemployment tests of the applicant.
- Interviews the applicant and forms an opinion of his/her abilities, manner, and interests.
- Uses an observation checksheet to record the opinions formed about the applicant during the interview.
- Helps the new employee fill out a withholding exemption certificate (W-4 form) for income tax purposes.
- Prepares a file folder that will include all important information on the new employee.
- Writes advertisements for job openings to be published in the classified ads section of the newspaper.
- May speak at a university or a high school to recruit new employees.
- Reviews personnel files to find the names of job applicants who may still be available for current job openings.
- Lists job openings with state or private employment agencies.
- Contacts universities and business, vocational, and other schools to recruit new employees.

If the company has group life and health insurance plans, the personnel interviewer provides the new employee with information about the plans, and helps him/her fill out the forms.

Job description

In order to place persons in the right jobs, most companies rely on their own personnel departments to recruit and screen applicants. Usually, one person (the interviewer) handles an applicant from application to placement, so that s(he) can get to know the applicant fairly well.

The interviewer must know the type of work the employee will do and the special qualifications that the job requires, so the s(he) can fill the vacant job with the right person. S(he) may study the job descriptions from the company's manual.

The interviewer talks with supervisors of the company's departments to learn about the job openings from them.

To recruit applicants, the personnel interviewer may run newspaper ads; list openings with state or private employment agencies; contact universities and business, vocational, and other schools; or review the personnel files to locate the names of former applicants who may still be available.

When an applicant has an appointment with the interviewer, the interviewer has the applicant fill out an application blank. The interviewer may help the applicant fill it out correctly, and then discuss it with him/her. As they discuss the application, the interviewer watches and observes the applicant very closely in an attempt to determine the individual's personality and abilities. To gain insight into a person's character, the interviewer may ask about hobbies, family life, or former employment.

The interviewer also discusses what will be expected of the applicant, the rate of pay, company policies, and other matters. The interviewer then administers the tests, scores them, and evaluates the results.

If the interviewer feels an applicant is suited for a particular job, s(he) sets up an interview between the applicant and the supervisor. If the applicant is hired, the interviewer may handle the final details of arranging employment, such as scheduling a preemployment physical examination.

The personnel interviewer keeps a file of applications from applicants who have not yet been hired. When a new employee is hired, the personnel interviewer prepares a file folder that will include permanent records and other important information concerning the employee.

A few months after the employee is hired, the personnel interviewer conducts a follow-up interview with the new employee to talk about how the employee likes the job and is performing the work. The interviewer may talk with the supervisor before talking with the employee, to try to clear up any problems that may exist.

Many companies require interviewers to conduct exit interviews whenever employees leave their jobs. The personnel worker tries to find out the reasons for the person's leaving the company.

Working conditions

The personnel interviewer works 35 to 40 hours a week in a pleasant, modern office.

Training and skills

Most companies today require the interviewer to be a college graduate. To prepare for this job, a student should take courses such as psychology, personnel administration, business administration, and industrial and labor relations. S(he) should genuinely enjoy working and talking with people, be emotionally stable and mature, and be an excellent judge of character.

In addition, a personnel interviewer needs a thorough knowledge of the operation of the company. Some companies prefer employees to begin in other jobs in personnel, such as that of clerk or receptionist, to learn the operation of the department before they begin interviewing.

Opportunities

This job offers a secure future and good chances for advancement. A personnel interviewer may be promoted to the position of job analyst.

As business and industry continue to grow, the need for qualified personnel interviewers in the federal government, in state government, in business, and in private organizations is increasing.

PUBLIC RELATIONS WORKER

Job description

Public relations workers are important to their companies. They are the link between the company and the public. They write items for newspapers about their company. They also write facts about the company for radio and television. They write speeches and arrange for company officers to make speeches. They work with groups of people who give their money for worthy causes. They serve their company by helping the company product become well known.

To get the job, you should—

- Be able to catch on to an idea.
- Be able to work and think hard for a long time.
- Be able to remember things well.
- Be able to understand words and ideas.
- Be able to explain what you are thinking.

- Be able to think up new ideas.
- Be able to understand words and ideas.
- Be able to write reports or stories.
- Be able to use correct English.
- Be able to talk easily to people.
- Have good vision.
- Have good hearing.

Things to think about

- Irregular hours.
- On call 24 hours for emergencies.
- Some traveling.
- Do you have above average understanding of people and psychology?
- Do you have persuasiveness and drive?
- Are you creative?
- Do you have leadership ability?

Employment and advancement opportunities

Employment of public relations workers is expected to increase. Promotions to supervisory jobs may come as workers show they can handle more responsibility.

Preparation and training

B.A. in journalism or public relations, driver's license.

High school subjects: journalism, economics, psychology, English, speech.

Sources of information

School counselor

Local newspaper, radio, or TV personnel

Public Relations News
Service Department, 127 East 80th Street
New York, New York 10021

Public Relations Society of America, Inc.
Information Center
845 Third Avenue
New York, New York 10022

Related occupations

Advertising clerk, direct mail clerk, public interviewer.

RECEPTIONIST

Job responsibilities

The receptionist—
- Knows the requirements of the job.
- Knows the vocabulary of the job.
- Greets visitors to the office.
- Gives information to callers about the company and its functions.
- Receives and places telephone calls.
- Maintains a register of long-distance calls.
- Performs miscellaneous duties such as typing, filing, and mailing.

Job description

Do you know what receptionists do? The receptionist is usually the first person seen by visitors to a firm and is the one who greets them. The receptionist helps visitors locate the employees they want to see and also gives information regarding the company's business and the functions of its personnel.

The receptionist may often be required to operate the switchboard in order to answer calls coming into the firm. In answering such calls, the receptionist may give information to callers, take messages for employees not able to receive the calls, or schedule appointments for employees at the request of the callers. While operating the switchboard, the receptionist also places calls for the employees in the office. These are usually long-distance calls, which require the receptionist to be well acquainted with the telephone directory, correct dialing procedures, and, most important, the correct numbers and area codes. When placing long-distance calls, the receptionist should maintain a long-distance call register against which to compare and verify the monthly phone bill. The receptionist may also have to transfer calls from one phone extension to another within the firm.

Other miscellaneous duties performed by the receptionist may include filing, typing, paying out money, handling mail, and issuing receipts after inspecting them to make sure they are complete. Ultimately, however, the duties of the receptionist, like those of any office employee, depend on the policies, nature, and size of the company. In a small firm, the receptionist may assume all of the miscellaneous duties listed here. In a large firm, the receptionist may only greet visitors, direct them to other offices, and provide information.

Working conditions

Since receptionists are hired by a variety of employers—among them doctors, lawyers, hospitals, insurance companies, and banks—working conditions vary accordingly. Thus, a receptionist may work in a small office or at the front of a large company room filled with a hundred or more employees. Regardless of the circumstances, however, the receptionist works directly with the public, either in person or over the telephone.

Training and skills

Most companies require a receptionist to have at least a high school education. Courses in typing, office practice, shorthand, and business machines are helpful.

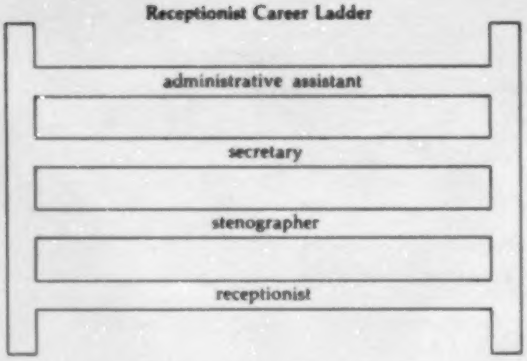
Additionally, the receptionist should be neat and well groomed, have a pleasant personality at all times, and be able to stay calm and polite even if some visitors are rude and loud. It is important not only to remain attentive to the work and to the people coming into the office, but also to avoid any appearance of boredom or annoyance, even if the same questions recur and must be answered time after time.

Likewise, as the company representative over the telephone, the receptionist must maintain the same helpful attitude when making or receiving phone calls. The receptionist should have a pleasant, cheerful voice and practice such good telephone techniques as answering the phone promptly and politely, identifying the company, and offering assistance to the caller.

Opportunities

What are your opportunities as a receptionist? If you are a good employee, you can move up to different jobs within the company. What position depends on your education and what you learned as a receptionist. Many receptionists who meet the requirements advance to stenographic positions. Afterwards, they may become secretaries and then administrative assistants. The career ladder that follows shows the positions to which a receptionist can advance.

Receptionist Career Ladder



SHIPPING AND RECEIVING CLERK

Job responsibilities

The shipping and receiving clerk—
- Knows the requirements of the job.
- Knows the business vocabulary of the job.
- Completes receiving reports on incoming shipments.
- Knows the procedure for processing outgoing shipments.
- Addresses packages for shipment.
- Determines shipping charges for outgoing shipments.
- Records merchandise received and issued and s(he) maintains current balances.

Job description

Shipping and receiving clerks make sure that goods are shipped and received in good shape and they keep track of goods transferred from one place to another by their business firms. Their specific duties depend on the size and type of company that employs them. In many small companies, one clerk keeps records of all shipments sent out and received. In larger companies, however, shipping and receiving clerks may work in separate departments under the supervision of head shipping clerks, head receiving clerks, or warehouse managers.

Before any shipment is sent out from a company, *shipping clerks* check to make sure that the buyer's order has been filled correctly. The clerks type or write necessary information on the shipping forms, look up shipping and postal rates or mailing costs, and record the weight and cost of each shipment. They may pack and wrap the materials and check to see that each shipment is addressed correctly. They also keep records of the date and other details associated with the shipment.

Specifically, shipping clerks prepare products for shipment. First, they count the items to be sent and compare their quantity and identification numbers against those on the order. Then, they select proper containers; pack the items carefully for shipment; nail or bind the containers shut; and stamp, stencil, or glue identifying information and shipping instructions on them. Finally, they select the shipping service, look up and record shipping and postal rates and weight of shipment, and move containers to the shipping dock.

When a shipment is received, *receiving clerks* check the items in the box or crate to be sure that all items on the order are included and that no items are broken. Receiving clerks also keep files and other records on the shipments they check in. They are responsible for clerical work on lost or damaged shipments. Specifically, receiving clerks receive, unpack, and examine goods shipped to the establishment and verify the completeness of shipments against bills of lading, invoices, and other records. They also keep records of goods received, reject damaged goods, and correspond (communicate) with the shipper to rectify damages or shortages, and route incoming goods to departments.[*]

Both the shipping clerk and the receiving clerk work very closely with the stock clerk. The shipments received and checked by the receiving clerk would then be routed to the stock clerk for storing and disposition (distribution) within the company. Likewise, the shipments sent out by the shipping clerk would come from the stock clerk in charge of inventory.

Working conditions

Shipping and receiving clerks frequently work out-of-doors when checking the receipt or shipment of goods. Indoor work is generally performed in a stockroom which is generally clean, ventilated, and well lighted. Not all stockrooms are good places to work; some are drafty, damp, hot, or dusty.

The work done by shipping and receiving clerks requires physical stamina and strength. Most clerks must stand for long periods of time while they check merchandise. Locating numbers and descriptions on cartons often requires a great deal of bending, stooping, and stretching. Also, under the pressure of getting shipments moved on time, clerks may help load or unload materials in the warehouse. Mechanical equipment may be used to move heavy materials.

Training and skills

High school graduates are preferred for beginning jobs in shipping and receiving departments. Business arithmetic, typing, and other high school business subjects are helpful in preparing for the work.

Although beginners who have not finished high school may be placed in some jobs of this kind, it is more difficult for workers who have not finished high school to move up to better jobs. Employers also consider whether the job applicant is dependable and careful in his/her work.

New employees are usually given on-the-job training under the supervision of an experienced worker. This training covers the skill required and the special care needed for shipments that include fragile or scientific material. Shipping and receiving clerks are also taught the regulations that apply to international shipments.

In some firms, stockroom workers help beginners acquire a knowledge of the firm's products and business transactions. In shipping and receiving rooms, newly hired clerks often start by performing routine tasks such as filing, checking addresses, attaching labels to shipments, and checking the items included in shipments. As clerks acquire experience, they may be assigned tasks requiring independent judgment, such as handling problems that arise because of damaged merchandise, or supervising other shipping or receiving room workers.

Persons hoping to be employed as shipping and receiving clerks should be orderly, accurate, patient, honest, and in good physical condition. They should get along well with others and be able to follow written and oral instructions. Clear, legible handwriting is also important so that addresses and numbers will not be misunderstood.

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[*] Adapted from *Dictionary of Occupational Titles*, third edition, Vol. 1, U.S. Department of Labor, 1965.

Opportunities

More than 300,000 people across the country are now employed as shipping and receiving clerks. In the years ahead, the need for shipping and receiving clerks is expected to grow. As more and more items are produced, more clerks will be needed to ship and receive these goods.

Good workers can be promoted to more responsible positions where they make decisions on shipping and handling problems or supervise other employees. Work as a shipping and receiving clerk provides an excellent opportunity for ambitious young people to learn about a company's products and business connections. Some clerks, particularly those with postsecondary school training or courses in transportation, may eventually advance to warehouse managers, industrial traffic managers, or purchasing agents.

Most manufacturing firms, wholesalers, and large retail stores employ shipping and receiving clerks. Job openings can be located by applying at the employment offices of such businesses, by replying to want ads in the local newspaper, and by registering at the local state employment office.

Other jobs closely related to the job of shipping and receiving clerk include material handler, packager, mail clerk, receiving clerk, shipping clerk, order clerk, tool clerk, parts clerk, and checker.

STATISTICIAN

Job description

Do you like facts? Do you like to work with numbers? These are some of the things you would do as a statistician. You would take samples from across the United States about the kinds of things people do or don't like. This information is used to help businesses decide what kinds of products should be made. Much of this information is put into tables so it can be easily read and studied. You would prepare reports to help compare products. There are many ways you would use numbers.

To get the job, you should—

- Be able to learn quickly.
- Be able to reason and make judgments.
- Be able to work and think hard for a long time.
- Be able to make good plans and follow them.
- Be able to try new things.
- Be able to learn many detailed facts about things.
- Be able to make decisions on your own.
- Be able to understand words and ideas.
- Be able to explain what you are thinking.
- Be able to read and understand well.
- Be able to talk to others easily.
- Be able to see well.
- There is a lot of sitting in this job.

Things to think about

- You must do math problems quickly.
- Use numbers to solve problems.
- Do math problems to figure costs.
- Put your ideas on paper to show others.
- Use science and math to figure out problems.
- You must write reports about tests and experiments.
- You must be able to see detail or differences in charts and writing.
- Like to work with things in science.
- Like to work with detailed facts and information.
- Like to think up new ways of doing things.
- Study information and compare it with an understood fact.
- Be able to direct the activities of others.
- Listen to people's ideas.

Employment and advancement opportunities

Employment of statisticians is expected to grow due to an increase in businesses. Advancement comes fastest with advanced degrees. You can move to chief statistician or director of research.

Preparation and training

High school graduation is required. A 4-year college degree is required in math or statistics. Most positions require a master's degree or Ph.D.

High school subjects: mathematics, science, physics, algebra.

Sources of information

American Statistical Association
806 Fifteenth Street, N.W.
Washington, D.C. 20005

Biometrical Services
Agricultural Research Service
U.S. Department of Agriculture
Beltsville, Maryland 20705

Office of Personnel Management
1900 E Street, N.W.
Washington, D.C. 20414

Association for Computing Machinery
1133 Avenue of the Americas
New York, New York 10036

Related occupations

Statistical clerk, mathematical statistician, analytical statistician, applied statistician, engineering and physical science statistician.

STENOGRAPHER

Job description

Stenographers take dictation in shorthand of correspondence, reports, and other matter. They operate typewriters to transcribe dictated material. They perform a variety of clerical duties except when working in stenographic pool. They may transcribe material from sound recordings.

To get the job, you should—

- Be alert, responsible, dependable.
- Be conscientious.
- Be able to concentrate.
- Be able to follow instructions.
- Pay attention to detail.
- Have eye-hand coordination.
- Have good hearing.
- Be able to sit for long periods.
- Have finger dexterity.

Things to think about

- May perform stenographic duties in professional office and be designated as legal stenographer.

- May take dictation in foreign language and be known as foreign-language stenographer.

Employment and advancement opportunities

Employment of stenographers is expected to remain good as business organizations expand and require larger staffs.

Preparation and training

High school graduate preferred. Training program in court room reporting. Certified shorthand reporter certificate.

High school subjects: shorthand, typing, English.

Sources of information

Ask your counselor how people find jobs in this occupation; about desirable aptitude test scores.

Local state employment service office

Business firms, law offices, and insurance offices

Office of Personnel Management (formerly Civil Service Commission)), government agencies

Manufacturing firms

Hospitals

National Shorthand Reporters Association
118 Park Street, S.E.
Vienna, Virginia 22180

National Secretaries Association (International)
2440 Pershing Road
Suite G10
Kansas City, Missouri 64108

Related occupations

Medical secretary, secretary, typist, medical stenographer, court reporter.

STOCK AND INVENTORY CLERK

Job responsibilities

The stock and inventory clerk—
- Knows the requirements of the job.
- Is familiar with the vocabulary of the job.
- Maintains inventory cards.
- Prepares purchase orders.
- Records purchases by copying the information from the purchase order onto the inventory card.
- Compares invoices to purchase orders to prove the accuracy of the invoices.
- Records receipt of merchandise on inventory cards from invoices.
- Determines the amount of shipment to a customer and records the shipment on an inventory card.
- Prepares an inventory sheet to determine the total value of the inventory.

Job description

Do you know what stock and inventory clerks do? They order equipment, supplies, materials, tools, and other products. When the materials arrive at the company, they must count the products, separate them, and sometimes weigh them. After they check the material and make sure it is all right, the material is then coded.

The stock and inventory clerk keeps accurate and up-to-date records of the merchandise that arrives so that the company knows the exact amount of each product it has on hand at any given time.

The stock and inventory clerk neatly stores the merchandise in bins or boxes, on shelves, on floors, or some other place. Some merchandise may need special storage places; food may have to go in freezers, clothes may have to be hung up, etc.

If any material is damaged, the stock and inventory clerk either has the damaged merchandise fixed or returns it to the supplier.

S(he) may fill orders for customers and keep records of the merchandise sold. Finally, s(he) may prepare materials for customers.

The stock and inventory clerk is also often referred to as an equipment-inventory clerk or a shop-inventory clerk.

Training and skills

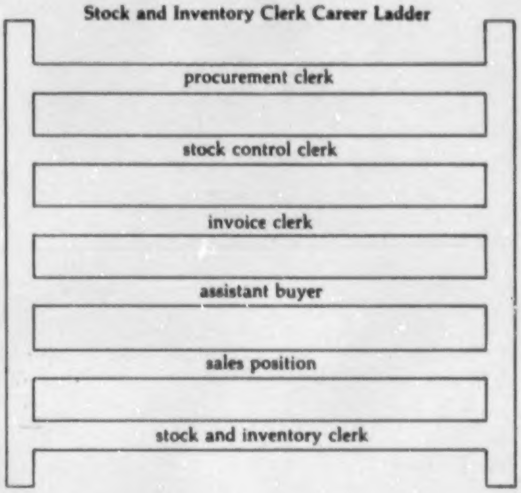
Stock and inventory clerks do not necessarily need high school diplomas, but some companies won't hire clerks without this minimum education. College degrees are not needed to go up the career ladder in this field.

The special skills required of stock and inventory clerks include:
- The ability to get along with others.
- The ability to follow instructions and take orders.
- Good attitude and work habits.
- Physical stamina. Stock clerks lift heavy packages and must be on their feet a lot.

Depending on their skills, stock and inventory clerks can advance into buyer positions or secretarial positions.

Here is a sample career ladder that a stock and inventory clerk may follow:

Stock and Inventory Clerk Career Ladder



Working conditions

Stock and inventory clerks usually are part of the operation of a production company. This means that they work in the backroom of a store or in a separate building known as a warehouse. The surroundings will vary depending on the type of business.

SYSTEMS ANALYST

Job description

So you like to plan things out? Do you like to make up new ways to prepare information? A job as a systems analyst would have you doing those kinds of things.

You would also find answers to difficult business, science, and engineering problems. The answers to those problems can be found by hand or by a machine. Your job as a systems analyst would be using an electronic computer to prepare information. You will also make charts, tables, and diagrams that show how the company is doing and why.

To get the job, you should—

- Be able to learn quickly.
- Be able to reason and make judgments.
- Be able to work and think hard for a long time.
- Be able to make plans and follow them.
- Be able to try new things.
- Be able to learn many detailed facts about things.
- Be able to make decisions on your own.
- Be able to remember lots of information.
- Be able to explain what you are thinking.
- Be able to write reports about tests and experiments.
- This is generally very light work.
- Be able to lift and carry as much as 20 pounds.
- Be able to reach, handle, finger.

Things to think about

- You should like to get respect from others.
- You should like to explain ideas to people.
- You should like to work with things in science.
- You should like to work with detailed facts and information.
- You must be able to talk to others easily.
- You must use numbers to solve problems.
- You must do math problems to figure costs.
- You must use math and science to figure out problems.
- You should like to do many different things on the job.

Employment and advancement opportunities

Employment of systems analysts is expected to remain good.

Preparation and training

High school graduation, a 4-year college degree, master's or Ph.D. degree.

High school subjects: math, physics, science, accounting, business, engineering.

Sources of information

American Federation of Information Processing Societies
210 Summit Avenue
Montvale, New Jersey 07645

Data Processing Management Association
505 Busse Highway
Park Ridge, Illinois 60068

Association for Computing Machinery
1133 Avenue of the Americas
New York, New York 10036

Related occupations

Quality control engineer, methods study analyst, engineering analyst, business and financial counsel.

TRANSCRIBER OPERATOR

Job responsibilities

The transcriber operator—

- Knows the requirements of the job.
- Knows the vocabulary of the job.
- Has a good working knowledge of punctuation.
- Correctly spells words related to the business.
- Knows the different parts of a letter and their position in the letter.
- Knows the different parts of the transcription machine and their uses.
- Transcribes letters.
- Transcribes memos.
- Addresses envelopes.

Job description

In our rapidly moving society, time is a very important factor, especially in the business world.

Many business men and women *(executives)* travel from one place to another to carry on business. This means that they may not spend very much time in their offices.

To keep up with their *correspondence* (letters, reports, and memos), executives use dictating machines to record (dictate) their letters, reports, and other information. By using these machines, the transcriber (a person who makes a typed copy of the recorded material) may transcribe the *dictation* material while the executive is away.

A *transcriber operator* is the person who operates a *transcription machine*. The transcription machine plays the dictated material back to the transcriber so that it may be typed.

Working conditions

As a transcriber operator you would work a 40-hour week in an office, usually under great pressure. Much of the work is repetitious.

Training and skills

Completion of typing and related business courses in high school or business school is necessary. A high school diploma is usually preferred. Satisfactory scores are needed on *clerical aptitude* and achievement tests. Typing and using correct style, grammar, punctuation, and spelling are also important. A transcriber operator should be able to type about 50 words per minute. On-the-job training is usually necessary to teach the worker how to operate the machines.

To transcribe well, s(he) needs to be an *accurate* typist and a good listener. S(he) needs to be *attentive* to keep from making errors. One also must be able to work under the direction of others.

Opportunities

There are very good opportunities for advancement. After a training period of six weeks to three months, depending on one's skills and previous experience, it may be possible to advance to secretary, stenographer, or some clerical position. Later there is a possibility of advancement to a higher secretarial position or to a managerial job.

TYPIST

Job description

Typists are office workers who help keep businesses running on a day-to-day basis. As a typist, you would prepare letters, reports, and order forms for ready use by others in the office. Although typing would be your main job, you might also answer telephones, copy letters on special machines, and file reports.

To get the job, you should—

- Be able to pay attention to details.

- Be able to work well with other people.
- Be able to follow instructions.
- Be able to read well and understand directions.
- Be able to work carefully while under pressure or with distractions.
- Like doing routine tasks.
- Be able to do simple math problems.
- Be neat in appearance and in your work.
- Be able to use your hands and fingers well.
- Be able to move fingers rapidly and accurately.
- Be able to work rapidly for a long time without tiring.
- Be able to sit for long periods of time.
- Have good eyesight and hearing.
- Be able to work accurately with your hands while looking at something.

Things to think about

- People who are confined to wheel chairs may be typists.
- CETA programs are available.
- Opportunities for employment should increase as business grows and there is more paper work to do. The demand will be greater for highly skilled workers who can do more than type. Being familiar with new equipment like high speed magnetic keyboards will assist you in finding a good job.

Employment and advancement opportunities

Employment of typists is expected to grow. Junior typists may advance to higher level typing jobs with successful work experience. Skilled typists with additional training may become stenographers and achieve secretarial positions.

Preparation and training

High school graduation. Spelling, punctuation and good grammar are a must. Employers often require you to pass a typing test. Type at least 40 words per minute.

High school subjects: typing, business English, business math, office machines, bookkeeping, stenography.

Sources of information

Newspaper ads

Business firms

Law offices

Insurance offices

Federal Job Information Centers

Hospitals

Local and state government agencies

Association of Independent Colleges and Schools
1730 M Street, N.W.
Washington, D.C. 20036

Related occupations

Secretary, court reporter, stenographer, library clerk.

UNDERWRITER

Job description

Would you like a career as an underwriter? For this job you would be looking over forms asking for an insurance plan. As an underwriter you would try to find out whether or not to sell the insurance plan to a customer. There are many things to think about in making this decision. You must see if the company would lose money, and if the customer could pay for the plan easily. You would also decide how much the customer must pay for this insurance plan.

To get the job, you should—

- Be able to learn quickly.
- Be able to understand what people want done.
- Be able to make good plans and follow them.
- Be able to make decisions on your own.
- Be able to reason and make judgments.
- Be able to understand written instructions.
- Be able to read and understand well.
- Be able to talk to others easily.
- There is a lot of sitting in this work.
- There will be a lot of reaching, handling, and fingering.

Things to think about

- You must do math problems quickly.
- You must work with numbers.
- You should like to work with figures.
- You should like to work with things and objects.
- You should like to work with detailed facts and information.
- You may have to direct others.
- You must study information using yours or someone else's judgment.
- You must study information and compare it with an understood fact.

Employment and advancement opportunities

Employment of underwriters is expected to remain excellent. You may become a specialist in the field of underwriting—a chartered property and casualty underwriter or automobile underwriter—or move to a management position.

Preparation and training

High school graduation and at least a 4-year college degree. A master's degree would speed your advancement.

High school subjects: English, mathematics, general sciences, government, economics, bookkeeping, speech, typing.

Sources of information

Institute of Life Insurance
277 Park Avenue
New York, New York 10017

Insurance Information Institute
529 National Press Building
Fourteenth and F Streets, N.W., Suite 626
Washington, D.C. 20045

American Mutual Insurance Alliance
20 North Wacker Drive
Chicago, Illinois 60606

Related occupations

Claims adjuster, insurance collector, escrow officer, escrow clerk.

USED CAR SALES MANAGER

Job responsibilities

The used car sales manager—

- Knows the requirements of the job.
- Knows the vocabulary of the job.
- Fills out contracts.
- Fills out warranties.
- Knows how to fill out a credit application.

- Figures sales deals.
- Must be able to make decisions.

Job description

Do you like cars? Would you like to make $30,000 or more per year? Do you think you would like a new car to drive every year? If you answered yes to any of those questions, then you might like to become a used car sales manager. This job calls for many long and hard hours, but the benefits are many.

The sales manager in any car dealership has many varied and complex duties. Many of his/her duties deal with overseeing or supervising other people. For example, the sales manager okays every deal that a member of the sales team makes. The manager must make sure that all deals make money for the company.

S(he) also supervises car repairs and makes sure everything is fixed properly and the car looks good before it is offered for sale. When a car is ready for sale it is moved out where people can see it. That is called putting the car *on line*.

One of the most important duties of the used car sales manager is to *appraise* (to determine the value of something) a car to be traded in or purchased. If s(he) appraises a car wrong, the company can lose money or lose the sale.

Other duties include deciding how much a car should be sold for (called *pricing*), buying materials to be used in fixing up cars, talking to customers with complaints, and keeping track of how many cars each member of the sales team sells.

Working conditions

The working conditions for a used car sales manager are okay. S(he) has a nicely furnished office, which includes a desk, chair, and office equipment, such as an electronic calculator, an electric typewriter, and copying machines.

A manager's working conditions are not *always* good because sometimes s(he) has duties that take him/her out of the plush office. When appraising a car or talking to customers, the manager must go outside where it can be hot, cold, raining, or snowing. A manager also spends time in the garage checking on the mechanics and their work. The manager must be sure a car is fixed correctly.

If you are a used car sales manager, you spend many long hours at work making sure that everything is running properly. You might start working at 7:30 or 8:00 in the morning and not go home until 9:00 or 10:00 at night. Twelve hours a day and six days a week are very common for this job. You are usually the first one there in the morning and the last one to leave at night.

Training and skills

Used car sales managers need a high school education since they must figure out how much to charge a customer, or be sure that their sales people figure the costs correctly. No training beyond that point is required, but it will help. College courses in management, sales, mathematics, and office machines would be good training for this job.

There are certain skills that are very important for a used car sales manager to have. First, you must be a very good salesperson and have proved it before being considered for a sales manager job.

Second, you must not be afraid to talk to people. You must be able to talk to people and, within the first minute or two, gain their confidence so that they will trust you and be willing to accept your word as the truth. Third, you must be a self-motivated person. This means that you must be able to get things done without somebody pushing you or telling you to hurry up.

A fourth skill is being able to give orders in such a way as not to offend your employees, but still being sure that they understand what you want and do it. Fifth, and one of the more important skills, is understanding trends in the used car business. For example, when gas gets scarce, people begin to look for smaller cars.

Opportunities

What are your opportunities as a used car sales manager? In the state of Florida opportunities are good in both sales and management. The population of this state is growing by 2,000 every week. More and more people should be buying cars and more and more dealerships will be needed.

Promotions for used car sales managers are slow because they are already in one of the top positions. You can, however, get promoted to general manager of the whole company and then to owning your own dealership.

Section B

Job Getting and Maintaining

Some of the most valuable learnings that students can acquire in business classes relating to career education are those concerned with how to get jobs and maintain them. The materials selected for this section are designed to help teachers provide students with the necessary knowledge, skills, and attitudes to seek employment, to maintain themselves in their jobs, and to seek job changes best for them in their career development. The materials are closely related to those in the section entitled Occupational Information as well as to some materials in other sections.

Getting a Job

Purpose:

To help students identify procedures to follow in getting a job

Materials needed:

1. Classified ads from newspaper
2. Sample résumés
3. Application blanks (at least three)

Activities to be completed:

1. Students are to select from the classified ads in a current newspaper a job they would be interested in applying for.
2. Students should use the information in the advertisement or conduct research on the job they choose in order that they will know
   a. Average job salary
   b. Experience necessary
   c. Job responsibilities.
3. Students should compose and typewrite a letter of application for this position. The teacher should supply the students with the date, name, and address of person to whom letter should be sent. Class time should be spent with the teacher showing examples of acceptable letters of application, and students should be given direction in the composition of their letters. Almost any current textbook on business communications will give necessary information for the letter of application.
4. Class time should be spent with the teacher discussing with students typical questions asked during an interview, reasons applicants do/do not get jobs, and reasons jobs are terminated. Much of the information can be found in current business periodicals.
5. Students should typewrite a personal résumé. Practice in typing the résumé is important because an application blank may not always be available.
6. A personnel manager from a local business or industry should be invited to serve as a guest speaker to offer additional necessary information for potential job applicants.
7. Students should fill out *completely* (using "Not Applicable" or N.A. in any blank that does not apply) all blanks on the form. Students should be given at least three forms (one at the time) to complete. The first form would be strictly preliminary with time allowed for students to ask questions; the second form would reinforce concepts learned on first form, but questions could still be posed; form three should be assigned a numerical grade. Application blanks are obtainable easily from local businesses and industries.
8. Students should go through actual mock interviews. On the day of the interviews, students should come to school appropriately dressed (may be optional) for the interview. Guidance counselors, principals, assistant principals, teachers with conference periods, coaches, or cooperating businessmen should be invited to participate in the interview session. The number of interviews each student will complete should be determined by each interviewer. Many students may successfully complete the first interview, while other students may need the second or even third interview in order to gain the confidence needed.
9. At the completion of the project, students should submit to the teacher an evaluation of this unit. (The evaluation may take whatever form the teacher desires.)
10. Students should follow up this unit with a thank-you letter to the interviewer for the time allocated for the interview.

Suggested grading (should be decided upon by teacher):

1. A numerical grade could be assigned to:
   a. The job research data
   b. Résumé
   c. Letter of application
   d. Application blank
   e. Interview
   f. Evaluation.

Suggested time:

One week (interviews may continue into a second week depending on class size)

Suggested subject areas:

General business
Typewriting
Shorthand
Clerical office practice
Business communication.

Choosing a Job

Where to look for a job. The following is a list of resources that provide assistance in finding a job:

- Agencies
  State employment service
  School placement office
  Nonprofit employment service
  Private employment agencies
- "Help Wanted" advertisements
  "Situation Wanted" advertisements
- Business personnel offices
- Friends, neighbors, relatives

State employment service. Each state maintains an employment service and many local offices to assist people in obtaining jobs. There is no charge to the applicant or to the employer for the service.

An employer who needs workers may call the state employment service and list the jobs that are open in the company. The employment service will then refer people who have the necessary qualifications.

The state employment service has several offices in each city. You will find them listed in the white pages of your telephone directory.

The local state employment office that may help me to get a job is:

NAME ______________________________

ADDRESS ____
____

PHONE NO. ________________

Private employment agencies. Private employment agencies are in business to find jobs for individuals and to assist businesses in finding the employees they need. There is a fee for this service. The fee may be paid by the individual placed on a job, by the employer, or shared by both. If the agency's ad says "Fee Paid," it means that the employer will pay the agency. "Reimbursed" means that the employee pays the agency fee; however, the employer will return the amount paid if the work is satisfactory.

The usual fee for service is equal to one week's salary. Some agencies allow the individual to make several weekly payments until the fee is paid in full. If the employee or the employer is not satisfied with the placement (within the first two or three weeks of employment), the agency must find another job for the individual or another employee for the employer for the same fee.

The applicant is required to sign a contract with a private employment agency. All terms and conditions of the contract should be clearly understood before an applicant places his signature on the contract.

Private agencies may specialize in certain kinds of positions such as sales, office and clerical workers, or executive positions. You will find a listing of employment agencies in the yellow pages of the telephone directory under employment agencies, or in the "Help Wanted" section of the newspaper. List the names and addresses of four private agencies:

Name of Agency	Address of Agency
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________

If you have time, for extra credit, you may collect newspaper advertisements for jobs listed by private agencies. Paste the advertisements on a separate page.

Reading the want ads. "Help Wanted" advertisements are placed in newspapers and trade magazines by employers looking for help. The advertisements appear in alphabetical order, usually arranged according to job title. Sunday newspapers generally carry the largest number of advertisements.

DIRECTIONS: Below are six "Help Wanted" ads, from A to F, and following is a list of the complete words that match the abbreviations. You will also find some questions. Next to the correct complete word or question write the letter of the ad in which the abbreviation appears, or which answers the question. (*These numbers have two answers)

A. Auto mechanic, full or part time. Exp'd with tools. $90 up. Call JK 6-8765.

B. Boy, hosp X-ray files trne, will be taught to check/read X-rays. $66, oppty for advnc. Crane Agency, 400 Hyde St.

C. Stock Clerks, $60-72. Trainees. HSG's No exp. nec. Apply in person. Acme Drug, 717 North Main Street.

D. Young man, driver lic. deliver to supermkts, to $100. Know cty. Car furn. Merchant's Supply Co., 96 Fifth Aven.

E. Waitress, meals, $55 + excl tips. Call IM 9-5479. Ask for Mr. Dean.

F. Supermarkt trne. No exp. nec. Excl oppty to become driver. Driver Lic. $55 to start. Come to Superior Market, 421 Central.

_____ 1. advancement
_____ 2. driver's license*
_____ 3. excellent*
_____ 4. experienced
_____ 5. furnished
_____ 6. high school graduate
_____ 7. hospital
_____ 8. knowledge
_____ 9. opportunity*
_____ 10. no experience necessary*
_____ 11. supermarkets
_____ 12. trainee*
_____ 13. Which ads tell you to apply in person?
_____ 14. Which ads tell you to apply by telephone?*
_____ 15. Which ad is placed by an employment agency?

Analyzing the want ads. Look in the "Help Wanted" columns of the newspapers. For business occupations, look under the following headings: General Office, Accounting and Bookkeeping, Secretarial, Typists, Data Processing, or Administrative Management. List the following information given in four different advertisements in one of the above-mentioned sections.

name of job
hours or days
requirements
salary
fringe benefits
disadvantages

"Situation Wanted" advertisements. A "Situation Wanted" advertisement is placed in the newspaper by the person who is seeking a position and must be paid for by that person. Usually "Situation Wanted" advertisements are of more value to an experienced worker than to a beginning worker. "Situation Wanted" advertisements are generally listed in the newspaper in the columns immediately following the "Help Wanted" advertisements.

Business personnel offices. Most large businesses maintain personnel offices to hire people to fill vacancies in their own companies. You will find listings of potential employers in the classified telephone directory (yellow pages). The names of the companies are listed according to the kind of work the business is engaged in such as banks, insurance, office supplies, printers, trucking, etc. Look in the telephone directory to find the names and addresses of potential employers. List three below.

Employers	*Addresses*
______________________	______________________
______________________	______________________
______________________	______________________

Friends, neighbors, relatives. Tell your friends, neighbors and relatives the kind of job you want. They may hear of a vacancy and tell you about it. The more people who know what kind of a job you are looking for, the greater the chance of getting a lead to that job. List three people who work and might be able to give you information on job openings.

1. ______________________________
2. ______________________________
3. ______________________________

Selecting a Job Through the Want Ads

Here are five advertisements for jobs requiring stenographer skills that appeared in a local paper recently.

EXECUTIVE LEGAL SEC.

General practice. One-person office. Must have excellent Florida legal background with good typing and dictation. Replies held in confidence.

Stenos—Typists

WE NEED YOU!!!

Earn a vacation while you work. Free reserved parking downtown—small congenial office. Very plush—quick advancement. $500 a month.

Secretary II, State Agency. Retirement benefits. Typing and shorthand required, previous office experience required. Must be willing to stand detailed background investigation. $6000/year.

SECRETARY

International Manufacturing concern requires secretary for its corporate acctg. office. Position involves all secretarial skills, including shorthand, typing, and statistical typing. This is a front desk position requiring a pleasing personality and attractive appearance. Salary negotiable.

SECRETARY to administrative director. Excellent fringe benefits. Four-day week. Typing, shorthand and know 10-key calculator. Start $568.

Pick one of these five jobs as the one you would apply for. Write a short paragraph telling why you chose this job over the other four. Remember, there are many things to consider other than salary when selecting a job. Look at the working hours, location of the job, fringe benefits, amount of experience required, and opportunities for advancement as well as the salary when choosing a job.

Using the Want Ads

1. Clip four ads for jobs from the newspaper and read them carefully.
2. List the following information given in each ad. If any information is missing, write "none."
    - kind of job
    - work experience required
    - education or training required
    - working hours
    - salary
    - benefits
3. Is there any other information listed in the ads? Elaborate.
4. Complete a job application form (can be obtained from a local firm).

Questions Frequently Asked During the Employment Interview

Placement director, Frank S. Endicott, of Northwestern University found that 92 employing companies often asked questions such as the following during employment interviews:

1. What are your future vocational plans?
2. In what school activities have you participated? Why? Which did you enjoy the most?
3. How do you spend your spare time? What are your hobbies?
4. In what type position are you most interested?
5. Why do you think you might like to work for our company?
6. What jobs have you held? How were they obtained and why did you leave?
7. What courses did you like best? Least? Why?
8. Why did you choose your particular field of work?
9. What percentage of your college expenses did you earn? How?
10. How did you spend your vacations while in school?
11. What do you know about our company?
12. Do you feel that you have received a good general training?
13. What qualifications do you have that make you feel that you will be successful in your field?
14. What extracurricular offices have you held?
15. What are your ideas on salary?
16. How do you feel about your family?
17. How interested are you in sports?
18. If you were starting college all over again, what courses would you take?
19. Can you forget your education and start from scratch?
20. Do you prefer any specific geographic location? Why?
21. Do you have a girl? Is it serious?
22. How much money do you hope to earn at age 30? 35?
23. Why did you decide to go to this particular school?
24. How did you rank in your graduating class in high school? Where will you probably rank in college?
25. Do you think that your extracurricular activities were worth the time you devoted to them? Why?
26. What do you think determines a man's progress in a good company?
27. What personal characteristics are necessary for success in your chosen field?
28. Why do you think you would like this particular type of job?
29. What is your father's occupation?
30. Tell me about your home life during the time you were growing up?
31. Are you looking for a permanent or temporary job?
32. Do you prefer working with others or by yourself?
33. Who are your best friends?
34. What kind of boss do you prefer?
35. Are you primarily interested in making money or do you feel that service to your fellow men is a satisfactory accomplishment?
36. Can you take instructions without feeling upset?
37. Tell me a story!
38. Do you live with your parents? Which of your parents has had the most profound influence on you?
39. How did previous employers treat you?
40. What have you learned from some of the jobs you have held?
41. Can you get recommendations from previous employers?
42. What interests you about our product or service?
43. What was your record in military service?
44. Have you ever changed your field of major interest while in college? Why?
45. When did you choose your college major?
46. How did your college grades after military service compare with those previously earned?
47. Do you feel you have done the best scholastic work of which you are capable?

48. How did you happen to go to college?
49. What do you know about opportunities in the field in which you are trained?
50. How long do you expect to work?
51. Have you ever had any difficulty getting along with fellow students and faculty?
52. Which of your college years was the most difficult?
53. What is the source of your spending money?
54. Have you saved any money?
55. Do you have any debts?
56. How old were you when you became self-supporting?
57. Do you attend church?
58. Did you enjoy your four years at this university?
59. Do you like routine work?
60. Do you like regular hours?
61. What size city do you prefer?
62. When did you first contribute to family income?
63. What is your major weakness?
64. Define cooperation!
65. Will you fight to get ahead?
66. Do you demand attention?
67. Do you have an analytical mind?
68. Are you eager to please?
69. What do you do to keep in good physical condition?
70. How do you usually spend Sunday?
71. Are you willing to go where the company sends you?
72. Have you had any serious illness or injury?
73. What job in our company would you choose if you were entirely free to do so?
74. Is it an effort for you to be tolerant of persons with a background and interests different from your own?
75. What types of books have you read?
76. Have you plans for graduate work?
77. What types of people seem to rub you the wrong way?
78. Do you enjoy sports as a participant? As an observer?
79. Have you ever tutored an underclassman?
80. What jobs have you enjoyed most? Least? Why?
81. What are your own special abilities?
82. What job in our company do you want to work toward?
83. Would you prefer a large or small company? Why?
84. What is your idea of how industry operates today?
85. Do you like to travel?
86. How about overtime work?
87. What kind of work interests you?
88. What are the disadvantages of your chosen field?
89. Do you think that grades should be considered by employers? Why or why not?
90. Are you interested in research?
91. If married, how often do you entertain at home?
92. To what extent do you use liquor?
93. What have you done which shows initiative and willingness to work?

A Career Interview Guide

The interview guide below has been used with success by career explorers in learning some important things about people and their work. Select a job you would like to know more about, find someone who works in that kind of job, and arrange to have an interview with that person.

Suggestion: Before you actually interview the real worker, ask someone to role play a worker and ask that person the questions you have come up with. See whether or not your questions are the ones you really want to use and if they will get the information you desire.

In this interview, you will get information about work, the worker, the work setting, and the general effect of the work on the individual. Find out about "likes and dislikes." Use this guide, but be informal. When you begin the interview, tell the person why you want the interview. Encourage the person to talk freely about his or her job—and *listen* carefully.

The following questions might help you; you might not want to use them all with every person.

What is the official title of your job?

How long have you been on this job?

How did you first get involved in this kind of work?

What are some of the major tasks you do in your work?

What other jobs have you had? How are they related, if at all, to the job you now have?

What training or education is required for this job?

What do you like most about your job? What do you like least?

How does your job affect what you do or don't do in your home and social life?

If you could do it all over again, would you still select this kind of work? Why or why not?

What gives you the most satisfaction in the work you are now doing?

What future work or career goals do you have? What job or work do you hope to be involved with 10 years from now?

What do you think are some important things that a person who is considering going into this kind of work should know about it?

What other comments would you like to make?

Record your interview on a form such as the following:

Interview Report Form

Name of worker________________________________
Job held______________________________________
Place worked__________________________________
Date of interview_____________________________
Place of interview____________________________
Approximate age of worker_____________________
Important facts gained from the interview:
Job requirements:_____________________________
Likes:____
Dislikes:_____________________________________
Future:_______________________________________
Other comments:_______________________________
Interviewer:__________________

Interviewing for a Job

Imagine this scene: You are sitting nervously in a small room with one other person. This person is staring at you across a desk. You have been given about 15 minutes to convince this person to hire you for a job you really want, and at the same time you must find out all you want to know about the job. You know that whatever you say will affect your chances of getting the job you want. You know you can't afford to make mistakes! Where are you? You guessed it: at the job interview. How can you prepare yourself for this important meeting? How will you know how to act during the interview and how to follow up an interview? This section will tell you how.

What is an interview? An interview is a short conversation between you and the person who may offer you a job.

When will you be interviewed? Sometimes employers will interview you as soon as they meet you. However, most of the time an employer will interview you right

after you fill out an application form. Another common practice is to schedule an interview for a few days later, which gives the employer a chance to look over your application form. You may even be interviewed by several people in the same company.

TIPS FOR A SUCCESSFUL INTERVIEW

Here are a few tips to help you get ready for your interview.

- Have your résumé or personal fact sheet ready.
- Know something about the company that you are going to interview with.
- Know what you have to offer an employer.
- Make a list of questions to ask the interviewer.
- Go to bed early the night before your interview.
- Dress appropriately for the job you are interviewing for.
- Plan to go alone.
- Take a pen, a pencil, and some paper to write down any directions or notes the interviewer gives you.

Plan to go early for your interview since unexpected last minute problems can make you late for your appointment. Be sure you know the address of the company and the name of the interviewer. Give yourself plenty of time to get to the office. Try to arrive at least 10 minutes early.

It is important that you use your best manners and be pleasant to everyone in the interviewer's office. Good manners create a good impression of you. When you arrive for your interview, tell the receptionist who you are, why you are there, and at what time your appointment is scheduled. Then sit down and wait patiently.

Decide in advance what you're going to say about yourself and how you are going to say it. By doing this, you will show the interviewer that you were serious enough about the job to think about the interview before you came. Interviewers are more likely to hire applicants who have prepared for their interviews. This shows a real interest in the job.

When you are called into the interviewer's office, greet the interviewer by name if you know it and can pronounce it correctly. If s(he) offers to shake hands, do so with a firm, steady grip. Don't sit down until you are asked to.

Let the interviewer take the lead in the discussion. Respond to the interviewer's questions by speaking loudly enough to be heard and slowly and clearly enough to be understood. Answer the questions as well as you can. Try not to answer a question with just a yes or no. Instead, give a short explanation. Also look at the interviewer when you are talking and when you are listening. This is called *keeping eye contact.*

Try to stay calm during the interview. The interviewer will understand if you're a little nervous, but don't get upset. Don't nervously twist your hair, thump your fingers, move around in your chair, cover your mouth with your hands, tap your feet, or play with objects on the table or desk. Don't chew gum or smoke even if the interviewer offers you a cigarette.

Watch the interviewer for signs that the interview is almost over. If s(he) hands you an application form to fill out, take it and wait until the interview is over before you fill it out. Make sure you thank the interviewer for spending time with you. You should also ask when you can expect to hear whether you've been hired.

INTERVIEW BEHAVIORS

For this activity, you will need the help of one other student. You will practice some of the behaviors that you need to use in an interview. In this activity, the main point is for you to do these behaviors correctly. The behaviors are listed in the Interview Behaviors Checklist. Don't worry about what you should talk about in the interview. This comes later in the unit.

To get started, ask your instructor to assign you a partner for this activity. One student will play the role of the person being interviewed (the applicant), while the other will be the interviewer. Before you start, read the checklist below. These are the behaviors the applicant will practice.

Tips for the interviewer: Before the interview begins, decide whether you will offer to shake hands with the applicant. Don't forget to invite the applicant to sit down. Then ask him/her some questions, such as what occupation s(he) is interested in, what his/her hobbies and interests are, and what his/her educational plans are. The interview should last about five minutes.

Tips for the applicant: Your role is to perform all the behaviors in the Interview Behaviors Checklist. When the interviewer asks you questions, pay attention and answer them.

To keep score: The interviewer will put a "1" in the appropriate blank if the applicant correctly performs the behavior. If the behavior is not done correctly, the applicant will get a "0."

When you have finished, your partner and you will trade places. The student who played the role of interviewer will then play the role of the applicant. Good luck!

Interview Behaviors Checklist

As the person being interviewed, you: Score 1 or 0

1. tell the receptionist who you are, why you are there, and at what time you have an interview.

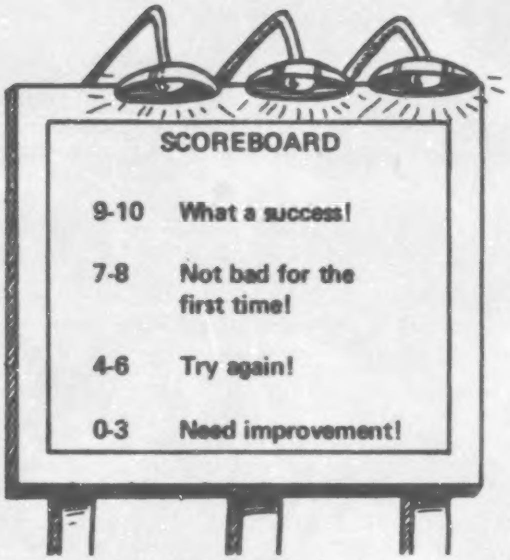
Example ______

"Hello. My name is *(your name)*. I have an interview at two o'clock."

2. politely greet the interviewer.

Example ______

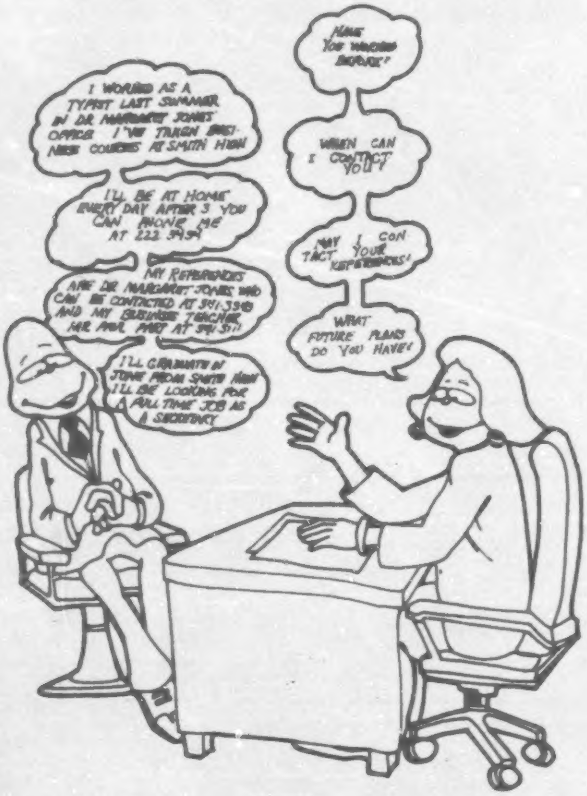
"Good morning. I'm *(your name)*."



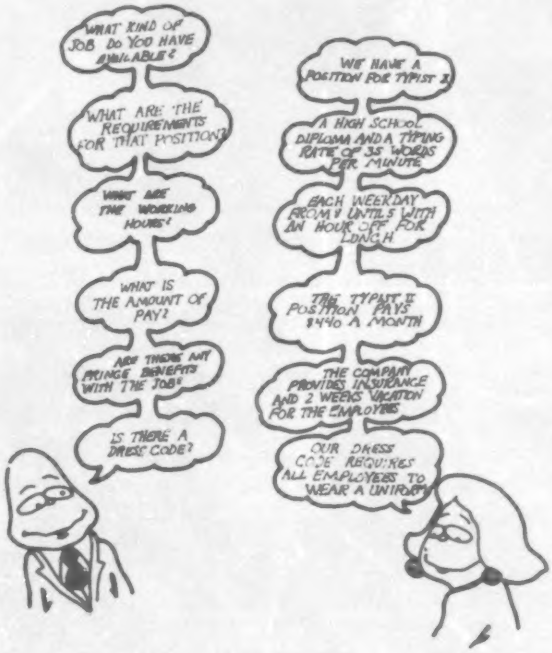
SCOREBOARD

9-10	What a success!
7-8	Not bad for the first time!
4-6	Try again!
0-3	Need improvement!

3. shake hands firmly if the interviewer offers to. ____
   Example
   When the interviewer offers to shake hands, the applicant shakes hands.
4. stand up straight until the interviewer invites you to sit. ____
5. use good speaking manners. ____
   Example
   The applicant speaks clearly and loudly enough to be heard and slowly enough to be understood.


HAVE YOU WORKED BEFORE?
I WORKED AS A TYPIST LAST SUMMER IN DR MARGARET JONES' OFFICE. I'VE TAKEN BUSINESS COURSES AT SMITH HIGH
WHEN CAN I CONTACT YOU?
I'LL BE AT HOME EVERY DAY AFTER 3 YOU CAN PHONE ME AT 222 3454
MAY I CONTACT YOUR REFERENCES?
MY REFERENCES ARE DR MARGARET JONES WHO CAN BE CONTACTED AT 341-3340 AND MY BUSINESS TEACHER MR PAUL PART AT 341-3111
WHAT FUTURE PLANS DO YOU HAVE?
I'LL GRADUATE IN JUNE FROM SMITH HIGH I'LL BE LOOKING FOR A FULL TIME JOB AS A SECRETARY

6. listen carefully. ____
   Example
   The applicant listens so carefully that s(he) doesn't have to ask the interviewer to repeat a single question.
7. keep eye contact with the interviewer. ____
8. do not talk too much or interrupt. ____
9. do not act nervous. ____
10. thank the interviewer. ____
    Examples
    "Thank you. When may I call you back?" "Thank you for your time and for considering me for the job."


WHAT KIND OF JOB DO YOU HAVE AVAILABLE?
WE HAVE A POSITION FOR TYPIST II
WHAT ARE THE REQUIREMENTS FOR THAT POSITION?
A HIGH SCHOOL DIPLOMA AND A TYPING RATE OF 35 WORDS PER MINUTE
WHAT ARE THE WORKING HOURS?
EACH WEEKDAY FROM 9 UNTIL 5 WITH AN HOUR OFF FOR LUNCH
WHAT IS THE AMOUNT OF PAY?
THE TYPIST II POSITION PAYS $440 A MONTH
ARE THERE ANY FRINGE BENEFITS WITH THE JOB?
THE COMPANY PROVIDES INSURANCE AND 2 WEEKS VACATION FOR THE EMPLOYEES
IS THERE A DRESS CODE?
OUR DRESS CODE REQUIRES ALL EMPLOYEES TO WEAR A UNIFORM

YOUR INTERVIEW

Anytime you're in an interview, ask questions. It's up to you to make sure that you *give* the interviewer information about yourself and that you *get* information about the job.

You should GIVE this information about yourself:

- your name
- the job you're applying for
- your experience
- your education and training
- how you can be contacted
- your references
- your future vocational and academic plans

You should find out about the job from the interviewer. Be sure to GET the following information about the job:

- the kind of job (duties to be performed)
- the job requirements (training and work experience necessary)
- chances for advancement
- working hours
- amount of pay
- fringe benefits
- dress code

For each question that follows, you will find a correct and an incorrect reply given. Read the questions and answers carefully to get an idea of the best way to answer interview questions.

QUESTIONS	ANSWERS	
	Good Answers	**Bad Answers**
What job do you want to apply for?	I'd like to apply for the shipping clerk position.	Well, I don't know. I guess I'll take anything you have open.
Why did you leave your last job?	I felt I would be better suited to working in a smaller company?	I had a terrible boss. She couldn't get along with anybody; especially me, so I decided to quit.
How do you feel about your last job?	The working conditions were fair, but I prefer a different kind of job.	It was awful. The pay was terrible and the hours were too long. Besides, a lot of people there were hard to get along with. They were always asking me to do more than my share.
Are you looking for full- or part-time work?	I prefer a full-time position. However, I am willing to accept a part-time position to begin with.	I'm interested only in a full-time job.
What kinds of tools are you able to use?	I've had experience with basic carpentry tools. Also, I've had limited experience operating a crane.	Oh, I guess I can handle just about any tool or piece of equipment there is!
Have you had any courses or training to prepare you for this job?	Yes. Here is a list of the courses I've taken. I'd be glad to explain what each one was about.	I had some night courses. I can't remember the names or exactly what they were about.
Do you have any work experience?	Here is a copy of my résumé. As you can see, I've had experience with shipping and receiving goods in a large department store.	I've done just about every kind of work you can mention. I was a top-notch shipping and receiving clerk on my last job.
What hours will you be available for work?	I can adjust to the needs of the company, although I prefer to work in the daytime.	I don't like to work at night or on the weekends or early in the morning.
Why did you choose this company to apply for a job?	I'm interested in the work you do here, and the working conditions seem pleasant.	It looks like a nice place to work, and I hear it is easy to work here.
I see that you dropped out of school. Why did you do that?	My family needed the money, and so I had to go to work full-time to help out.	Well, we needed the money really bad. I hated school anyway.
Are you satisfied with the salary for this job?	I think the salary will be enough to support me. I'd like to find out about company benefits and possibilities for advancement.	Well, it isn't much. How about benefits? Do the employees get a lot of sick leave and holidays?
Have you ever had a serious illness or injury?	I've never had any illness or injury that would affect my job.	I've never been sick a day in my life.
How many days did you miss on your last job?	I missed several because of illness and two days because of a death in the family.	I missed a lot. I was sick a lot because I disliked my job.

JOB APPLICATION FORM

Here is a sample application form for practice. Remember to fill out all blanks, be neat, and be sure the information is correct.

Personal

NAME

SOCIAL SECURITY NUMBER

ADDRESS (Street) (City) (State) (Zip Code)

PHONE (Area Code and Number)

WHO SHOULD BE NOTIFIED IN CASE OF EMERGENCY (Give Name, Phone and Relationship)

DO YOU HAVE A VALID DRIVER'S LICENSE? ☐ Yes ☐ No

MARITAL STATUS

NO. OF DEPENDENTS

Education

	Name of School	Year Graduated	Course Taken or Degree	Scholastic Average
HIGH SCHOOL				
TRADE OR BUSINESS SCHOOL				
COLLEGE				

EXTRACURRICULAR ACTIVITIES

Experience (GIVE PRESENT OR LAST POSITION FIRST. IF ADDITIONAL SPACE IS NEEDED, ATTACH SEPARATE SHEET).

I. COMPANY

ADDRESS

TYPE OF BUSINESS/INDUSTRY

EMPLOYED (Month & Year) From To

POSITION(S) HELD

SUPERVISOR'S NAME

DESCRIBE YOUR DUTIES

WHY DID YOU LEAVE?

DAYS LOST FROM WORK DUE TO ILLNESS ________ INJURY ________ OTHER ________

II. COMPANY

ADDRESS

TYPE OF BUSINESS/INDUSTRY

EMPLOYED (Month & Year) From To

POSITION(S) HELD

SUPERVISOR'S NAME

DESCRIBE YOUR DUTIES

WHY DID YOU LEAVE?

DAYS LOST FROM WORK DUE TO ILLNESS ________ INJURY ________ OTHER ________

Personal References (NAME THREE (PERSONS WHO HAVE KNOWN YOU AT LEAST TWO YEARS - NOT FORMER EMPLOYERS OR RELATIVES.)

Name	Address	Phone

INTERVIEW DO'S AND DON'TS

For each of the following statements, write "yes" if the action is correct and "no" if it is incorrect.

______ 1. Carol arrived on time for her interview.
______ 2. Barry appeared well-groomed for his interview.
______ 3. Ralph chain-smoked during the interview.
______ 4. Sam talked a lot about what he would like to do; as a matter of fact, the interviewer had to interrupt him several times.
______ 5. Mary told the interviewer that she hopes she gets the job because she really needs the money.
______ 6. When beginning the interview, Barbara introduced herself and shook hands when the interviewer offered.
______ 7. Linda made a note of the day and the time she was supposed to call the interviewer back.
______ 8. Most of the time Jim did not look at the interviewer when she was talking to him.
______ 9. Mary asked the interviewer about the possibilities for advancement.
______10. Ross asked the interviewer several questions about the duties of the job he was applying for.
______11. After the interviewer talked with her about the nature of the job, Marie asked what fringe benefits were included.
______12. Before the interviewer started to talk, John told him that he needed at least $750 a month to start and raises every six months.
______13. Joan asked the interviewer whether the job was permanent or temporary.
______14. Bobby walked in, looked around, and then asked, "Could you use a good painter in this joint?"
______15. After the interviewer told Lisa that the job paid $2.50 per hour, Lisa asked if he knew of any companies that had jobs that paid more.
______16. Betty Lou wanted to move to Orlando, and so when she called companies that had offices in that area she always asked, "May I meet you to discuss possible employment in Orlando?"
______17. The first thing Leon wanted to discuss was when he could get his vacation time off and if he had to work on holidays.
______18. Mary did not know what to expect from the interviewer, and so she started by saying, "I have no idea what you want to know about me."

A Career Unit of Work in an Office Practice Class

At the end of the first semester, after the rotational units in office practice, this three-week unit on careers is a much appreciated unit for students. The text used is *Clerical Office Procedures*, published by South-Western Publishing Company. Motivational materials include most current films and filmstrips, newspaper clippings from Want-Ad sections, success and failure information compiled from former students, and any current materials that can be found.

The following materials are used in this order:

1. Distribution of assignment sheet and explanation
2. Distribution of week-by-week plan
3. Outline of text material
4. Discussion of matching personal and job characteristics
5. Personal inventory
6. Interviewer's checklist—teacher evaluation and student evaluation sheet used during role-playing interviews. It is most helpful to record the interviews and have portions replayed for emphasis of certain points.

OFFICE PRACTICE
YOUR BUSINESS CAREER - OUTLINE

Battery Approach

Unit 16 - Parts 1 - 4, pp. 548-577

Part I

1. Job Opportunities
   A. Job market—What is available
   B. Types of organizations
   C. Sizes of organizations
   D. Location
2. Learning of Job Opportunities
   A. Placement office in your school
   B. Employment agencies
   C. Classified ads
   D. Direct inquiry to organization
   E. Civil service announcements

Part II

1. Applying for a Job in Person
   A. Personnel department hours
   B. Your appearance
   C. Arrival at the office
   D. The application form
2. Taking Tests
   A. Clerical
   B. Performance
3. The Interview
   A. Purpose
   B. Answering questions
   C. Forming an impression
   D. Conclusion of interview
   E. Follow-up of interview

Part III

1. Applying for a Job by Letter
   A. Personal data sheet
      (1) Its purpose
      (2) Its content
         (a) Personal information
         (b) Education
         (c) Extracurricular activities
         (d) Experience
         (e) References
      (3) Its appearance
2. The letter of application
   A. Include full address
   B. Address letter appropriately
   C. State interest
   D. Refer to personal data
   E. Final paragraph, indicate an interest in a personal interview
3. Follow-up of a letter of application

Part IV

1. Your Beginning Job and Beyond
   A. Your adjustment to work
      (1) Formal orientation
      (2) Informal orientation
2. Expectations of supervisors
3. Your review of your own performance
4. Educational opportunities
5. Promotional opportunities
   A. Promotions in the same type of work
   B. Promotions in other areas of work
6. Outlook for clerical employment
7. Your future in the office

OFFICE PRACTICE
CAREERS - ASSIGNMENT SHEET

NAME ______________________________ DUE DATE ______________

All work for this unit is to be submitted in a notebook in the order below:

TITLE PAGE, CONTENTS PAGE

UNIT 16 - Parts 1-4, pp. 548-586

Answers in complete statements, written legibly in ink, preferably typewritten—

		Points
I.	Reviewing what you have read, 1-10, p.554	5
II.	Reviewing what you have read, 1-10, p. 566	5
III.	Reviewing what you have read, 1-10, p. 574	5
IV.	Reviewing what you have read, 1-10, pp. 584, 585	5
V.	Performing Task #2, p. 568—Two-page application form. Workbook pages ________. Should be neatly typed. Apply for a job as a clerk-typist or other chosen career. Will be used later for interview.	15
VI.	Performing Office Task #2, p. 576—Type a letter of application in response to an advertisement in a local paper (clip a recent ad, and attach. Indicate in your letter that you are enclosing a personal data sheet. Make a carbon. Ad should include a box number so that you have an address. (Blind ad.)	15
VII.	Performing Office Task #1, p. 576—Prepare a personal data sheet, using Illus. 16-13, p. 571, as a model. Type an original and a carbon of your personal data sheet.	15
VIII.	Type in manuscript form a short essay, of approximately 300 to 400 typed words, in which you describe your career goals for the next four years. Be sure to include a description of the kind of work you would like to be doing about four years from now. Should include, but not limited to: A. Nature of work B. Employment outlook C. Training, qualifications, and advancement D. Earnings and working conditions E. Appropriate dress	20
	Suggested References: *Occupational Outlook* and *Dictionary of Occupational Titles, Today's Secretary*, Career Pamphlets in Business Resource Center	
IX.	Personal inventory - Ditto copy complete	5
X.	Personal inventory - Complete ditto copy	5
XI.	Creative work—pictures and illustrations	5
		100

Test on Unit ______________

OFFICE PRACTICE
WEEK-BY-WEEK PLAN

NAME ______________________________ DATE ______________

CAREERS UNIT - Class work

	Class Periods Needed
Week #1	
1. Discussion and introduction of Unit—Part 1, Unit 16, pp. 548-556	1
2. Library work and/or resource center—location of materials for manuscript, time for compiling notes, writing of manuacript	2
3. Discussion of various jobs in clerical work	1
Week #2	
1. Discussion of Part 2, Unit 16, pp. 557 - 568	½
2. Preparation of an interview	½
3. Typing letters of application and application forms	3
4. Discussion of Part 3, Unit 16, pp. 569 - 576. Applying for a job by letter	1
Week #3	
1. Discussion of Part 4, Unit 16, pp. 577 - 586	½
2. Time for typing manuscript and letters, assembling notebook	2½
3. Role-playing of an interview—performance rated by other classmates	1
4. Test on Unit 16 ______________	1

Notebook due ______________

TOWARD MATCHING PERSONAL AND JOB CHARACTERISTICS

*By Don Dillon**

During the next 10 years about 34 million young people will join the labor force. Daily, thousands of these young people will be making highly personal and important career decisions and specific job choices that will influence the style and direction of their own lives, and that of the nation's economy as well.

How a person arrives at a career decision can mean the difference between professional fulfillment and a long series of sour work experiences leading to "job hopping" and unemployment. Choice of the right job depends in part on the quality of career guidance one receives both at home and at school. And whether career guidance be an informal "rap" session with parents or friends or a formal in-school guidance course, the objective is the same—to match personal talents and goals with those demanded by a given field of work.

Unfortunately, this matching process becomes increasingly difficult with each passing year. The range of occupations available to young people today is considerably broader than it was a few decades ago. Young people are no longer limited in their occupational choice to the community, State, or even the country in which they live. The availability of education and vocational and technical training to more persons from all walks of life also contributes to a wider choice of occupations.

No Crystal Ball. Because of the complexity of human behavior, a foolproof system for choosing a career will probably never evolve. Nevertheless, any system that helps young people organize occupational characteristics into more manageable units must be viewed as a step in the right direction. This article was prepared with this in mind.

The 25 occupational characteristics and requirements listed and defined below are matched in the chart that follows with 282 occupations chosen from the 1974-75 *Occupational Outlook Handbook* . . . . This chart is designed as an exploratory tool in helping young people and their counselors pair personal traits—including personal interests, capacities, abilities, tastes and preferences, and educational qualifications—with those usually associated with an occupation or group of occupations. [The chart has not been reproduced here because of space limitations.]

In this way, a young person who has in mind a given occupation as a career goal, but is "turned-off" by one or two of its characteristics, may be able to discover a similar vocation that does meet personal needs. For example, a young person who is interested in working with and helping people and wishes to be part of a team can determine from the chart which jobs meet these personal traits and requirements—for instance, health service occupations, requiring no more than a high school education. Two of the jobs are related and would appeal to the youth: operating room technician and respiratory therapist. Looking further, the jobseeker will find that in these occupations the work is closely supervised, requires attention to detail, and is probably available near home. However, because the respiratory therapist is required to work shifts or overtime, the job as operating room technician may look more appealing. At this point, the jobseeker should talk to a guidance counselor, parents, and people in the field for more specific information and guidance. Something may be discovered that makes the whole health service field seem unsatisfactory, or the prospective technician may decide to continue in school and pursue yet another health occupation.

The job characteristics presented in the chart refer to the job typically found in the occupation. All jobs in an occupation are not alike. For example, most accountants "work independently," but some accountants, who are auditors and investigators, may "work as part of a team." Therefore, young people having a sincere interest in an occupation should not disregard that career because of one undesirable characteristic. They should check further into the occupation—either through reading or by talking to their counselors to find out if that "undesirable" characteristic" applies to all jobs in the occupation.

25 COMMON JOB CHARACTERISTICS AND REQUIREMENTS

1. High school degree—high school diploma generally required.
2. Technical school or apprenticeship—some form of nondegree post-high school training required.
3. Junior college—requires Associate in Arts degree.
4. College degree—requires at least a bachelor's degree. ("C" = BA degree; "G" = graduate work or first professional degree.)
5. Jobs widely scattered—jobs are located in most areas of the United States.
6. Jobs concentrated in localities—jobs are highly concentrated in one or a few geographical locations.
7. Works with things—job generally requires manual skills.
8. Works with ideas—uses one's intellect to solve problems.
9. Helps people—assists people in a helping relationship.
10. Works with people—job generally requires pleasing personality and ability to get along with others.
11. Able to see physical results of work—work produces a tangible product.
12. Opportunity for self-expression—freedom to use one's own ideas.
13. Works as part of a team—interacts with fellow employees in performing work.
14. Works independently—requires initiative, self-discipline, and the ability to organize.
15. Work is closely supervised—job performance and work standards controlled by supervisor.
16. Directs activities of others—work entails supervisory responsibilites.
17. Generally confined to work area—physically located at one work setting.
18. Overtime or shift work required—works hours other than normal daytime shifts.
19. Exposed to weather conditions—works outside or is subjected to temperature extremes.
20. High level of responsibility—requires making key decisions involving property, finances, or human safety and welfare.
21. Requires physical stamina—must be in physical condition for continued lifting, standing, and walking.
22. Works with details—works with technical data, numbers, or written materials on a continuous basis.
23. Repetitious work—performs the same task on a continuing basis.
24. Motivates others—must be able to influence others.
25. Competitive—competes with other people on the job for recognition and advancement.

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*Don Dillon is a research analyst, Division of Manpower and Occupational Outlook, U.S. Department of Labor.

PERSONAL INVENTORY

NAME ________________________________ DATE ________________

EVALUATION: For each item, rate yourself on the following:

Score yourself: 4 points for a "Best" rating; 3 points for a rating not as good as "Best" but better than "Good"; 2 points for a "Good" rating; and 1 point for a rating that is less than "Good." Total your points for the 10 items.

You can score a maximum of 40 points. On the bottom of this page, type a note to your instructor, evaluating your score.

	Points
1. TECHNICAL KNOWLEDGE—how to arrange tables, letters, forms, manuscripts, etc., correctly	
2. LANGUAGE KNOWLEDGE—how to punctuate, spell, capitalize, divide words, etc., correctly	
3. QUALITY OF WORK—overall precision, neatness, and attractiveness of finished work	
4. QUANTITY OF WORK—amount of usable work produced day in and day out	
5. ATTENDANCE—regularity of attendance, promptness in arriving, and staying at desk	
6. ATTITUDE—willingness to work with and for others, team spirit, interest in the work	
7. JUDGMENT—ability to make decisions (correct ones!) without consulting others	
8. RELIABILITY—ability to work under pressure, to work steadily without supervision	
9. PROMOTABILITY—capacity (willingness, speed) for learning new duties and procedures	
10. OFFICE PERSONALITY—personal neatness, general orderliness, pleasantness toward others	

EVALUATION:

INTERVIEWER'S CHECKLIST

NAME ________________________________ DATE ________________

DO NOT RATE AN APPLICANT AS "FAVORABLE" OR "NEGATIVE" ON ANY ITEM UNLESS HE/SHE IS MARKEDLY SO. MAKE ALLOWANCES FOR APPLICANT'S NATURAL NERVOUSNESS.

	FAV	SAT	NEG
A. GENERAL APPEARANCE			
1. Shoes (polished? run-down heels? scuffed?)			
2. Suit or dress (pressed? clean? appropriate?)			
3. Shirt or blouse (clean? collar frayed?)			
4. Accessories (tie? earrings? gloves?)			
5. General impression of appearance			
B. PERSONAL GROOMING			
6. Hair (clean? trim? combed appropriately?)			
7. Hands (clean? nails clean? nails trim?)			
8. Face (shaven/makeup? neck? teeth unstained?)			
9. Freshness (odorfree? overperfumed?)			
10. General impression of grooming			
C. VOICE AND LANGUAGE			
11. Correct language usage			
12. Good expression vs. "yeah," "okay," etc.			
13. Timber of voice (mellow? shrill? rasping?)			
14. Tone of voice (pleasant? mature? quarrelsome?)			
15. General impression of voice and language			
D. BEARING DURING INTERVIEW			
16. Confidence (timid? boastful? overassured?)			
17. Poise (excessively nervous? calm? fidgety?)			
18. Aggressiveness (too much? not enough?)			
19. Attitude (whining? pleading? nonchalant?)			
20. General impression of applicant's bearing			
F. PRESENTATION OF OWN QUALIFICATIONS			
21. Skills (uniformed? exaggerated? understated?)			
22. Experience (exaggerated? volunteered its value?)			
23. Training (proud of school? critical of teachers?)			
24. General impression of qualification knowledge			
25. Salary expectation (noncommital? reasonable?)			
F. MANNERS AND COURTESIES			
26. Politeness (respectful? brash? genuine? sly?)			
27. Speaking (interrupted? answered promptly?)			
28. Posture (erect? slumped? leaned? knees?)			
29. Graciousness (sat too soon? gave thanks?)			
30. General impression of manners and courtesies			
G. TOTAL IMPRESSION AND RECOMMENDATION			

Date of Interview ________________

Planning Ahead
For a Promotion, To Resign

It may seem early to start thinking about a career. You may not even have had your first job yet. But it is never too early—or too late—to think about your career plans. A career is much more than a single job. It is any long-term involvement in a particular field of work. A career can be full time or part time, paid or unpaid. But one thing that is true of all careers is that they consist of a slow but steady series of related jobs. This includes promotions within those jobs.

Some people do not want a career; they are happy to drift from job to job. But this is not what most people do. Most people plan long-range goals for their careers. What job would you like to hold in 10 years? in 20 years? For some jobs you must have long years of training and experience. You can't become a head nurse or a factory superintendent by drifting from job to job. You must decide what you want to do and then try to find and keep jobs that will help you meet your career goals.

As you gain work experience, you will probably want your job to grow and develop too. You may want to earn more money and have more job responsibility.

Few workers stay in one job all of their working lives. Some people change jobs every four or five years. Some people even change their careers. But most people make these changes only after careful thinking.

Other people become job-hoppers. Job-hoppers are people who drift from job to job. Just when the job-hoppers learn enough about their jobs to be useful employees, it's off to the next job. Job-hoppers don't stay on the job long enough to be of any use to their employers. Employers can spot job-hoppers by their poor work history. An employer will think twice before hiring someone who is always job hopping.

Still, it *is* a good idea to think about your career every year or so. How are you doing in your present career? Do you want to stay in this career and keep this job? Do you want to earn a promotion? Is this the career you really want? Are you happy doing this kind of work?

If you are not happy in your present kind of work, there are many ways of changing jobs. Sometimes the change is your idea, but often it is not. If you stay with the same company, you may get a promotion (a better job) or a demotion (a step down). You may also leave because your job ends (layoff), because you resign (leave on your own), or because you are fired (forced to leave). This unit will give you a chance to explore these job changes.

WHAT EMPLOYERS LOOK FOR

Getting a promotion is a big event for most people. It means a better job and an advance in rank and importance. It usually means more money and less supervision. You may even be promoted to supervisor yourself.

What does it take to get promoted? A promotion isn't a gift from your employer. You must work hard to earn that promotion. Consider what qualities your employer looks for. You must show your employer that you have these qualities before you can earn a promotion.

When better jobs become available, how does your employer pick the person to be promoted? In deciding whether you are qualified and are capable of doing the new job. S(he) will consider several things such as . . .

QUALITIES NEEDED FOR PROMOTION

Listed below are eight qualities that employers consider when thinking about promoting an employee. In the blank under each work scene, write the quality that the employer is thinking about.

Qualities

- training
- ability to get along with others
- leadership ability
- quality of work
- experience
- competition—how you compare to other qualified applicants
- work habits
- amount of work

Work Scenes

1. There's a job opening at XYZ Farm Equipment Company. Seven workers qualify for the promotion, and Margo has a good chance of getting it.
   Quality: ______________________________
2. Brian is the best typist in this office. He is very accurate.
   Quality: ______________________________
3. Mike has been working at the Walnut Wood Shop longer than anyone.
   Quality: ______________________________
4. Alice has been with International Pencil Company for over a year. She has never been promoted, but now she is being considered for a promotion. In fact, her supervisor is thinking of her right now and would like to see her. But Alice isn't in —she's late for work again.
   Quality: ______________________________
5. Leroy has been doing a good job at Ted's Cycle Shop. He is the only member of the work crew who has a training certificate in motorcycle repair.
   Quality: ______________________________
6. Lisa is head of the typing pool. There's a position open as chief office manager for which she qualifies. The typists work hard for her, as does everyone.
   Quality: ______________________________
7. Ralph works at Dynamic Records where he checks every record to make sure that it has a label. He has a set number of records he is supposed to check every day, but he never even comes close to looking at that many.
   Quality: ______________________________
8. Mary is rude to many of her co-workers; nobody can stand working with her.
   Quality: ______________________________

Check your answers with the following:

1. competition
2. quality of work
3. experience
4. work habits
5. training
6. leadership ability
7. amount of work
8. ability to get along with others

PLANNING YOUR PROMOTION

Your employer decides who will be promoted, but that doesn't mean that there is nothing you can do about it. Plan your promotion so that when a better job opens up and you want it, you will be ready to move into it. If you are not ready when an opportunity comes along, you may miss your chance. The best way to plan for a promotion is to follow these simple steps:

Step 1: Find out whether there is a job that you would like to be promoted to. First, find out exactly what job you are interested in and can be promoted to. Just because you want a promotion does not mean that there is a job open. You may have to wait until there is an opening. If no jobs will be open for a year, then you cannot be promoted for at least a year.

Step 2: Know the qualifications for the job. Find out what the qualifications are for the job you want. Qualifications are the things that make you especially suited for the job. How much experience is needed? What training or education is required? Do you need a special license, diploma, or certificate? Do you have to pass a test? Must you be able to supervise others? Ask your boss, your supervisor, or a fellow worker what qualifications you must have for the job. Find out *exactly* what it takes to get the promotion. Make a list of the qualifications.

Step 3: Find out whether you have the qualifications. Look at the list of qualifications to get the promotion. How many do you already have? Which ones don't you have? Which qualifications do you still need? Find out what you must do to qualify for the promotion. Do you have the experience? The training? The special license? If not, you must get them. That is what the next step is all about.

Step 4: Do what is necessary to qualify for the job. In step 3 you found what you need to do. The next step is to do it. If you need to take some classes, then go to school. Good courses are offered by community colleges, vocational-technical schools, and universities. Also find out about adult education classes, apprenticeship programs, correspondence courses, and company training programs. These are a few of the ways to get the education or training you need. If you need to take a test, study and sign up for it. You can't be considered for a promotion if you don't have what it takes to do the new job. Be sure that you meet every qualification.

Larry has worked at the Old English Clothes Store for two years. He wants a promotion but he isn't sure how to go about getting one. His friend Bruce told him about these four simple steps. Larry decides to try them . . .

Step 1: Larry finds out whether there is a job that he would like to be promoted to. Larry asks his boss, Mr. Sands, what other jobs in the store he could have. Mr. Sands tells him that there is only one chance for promotion: from stockclerk to salesclerk. Salesclerks sell clothes and work with people, as Larry wants to, instead of working in the back of the store. Also, the pay is higher. Mr. Sands tells him that one of the salesclerks is leaving in three months, and so Larry decides to try for a promotion.

Step 2: Larry know the qualifications for the job. Larry asks Mr. Sands what the qualifications are for the salesclerk job. He finds that it takes three things. First, he must have worked for the store for a year. Second, he must get along well with people. And third, he must have gone through the store's sales training program. Anyone who wants the job must have all three qualifications.

Step 3: Larry finds out whether he has the qualifications. Larry asks himself whether he has the three qualifications. Has he worked for the store for a year? Yes. Does he get along well with people? Yes. Has he gone through the store's training program? No! He skipped the program because he had worked in another clothing store before. He doesn't qualify for the job because he has not been through the training program.

Step 4: Larry does what is necessary to qualify for the job. Now he knows just what he must do. Larry signs up to take the store's sales training program. That way he will have all of the qualifications for the new job.

Larry has a good chance of getting the promotion to salesclerk when it opens in three months. What he did was follow the simple promotion plan.

REMEMBER:

1. Find out whether there is a job that you would like to be promoted to.
2. Know the qualifications for the job.
3. Find out whether you have the qualifications.
4. Do what is necessary to qualify for the job.

SELF-TEST

Objective 1

An employer considers eight things when deciding whether an employee is qualified for a promotion. List five of the eight qualities. You may use your own words.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Objective 2

List the four steps in a promotion plan. You may use your own words, but the four steps must be in proper order.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

Check your answers with the following list.

Answers to Objective 1

You should have listed five of the qualities below:

- training
- experience
- quality of work
- amount of work
- ability to get along with others
- leadership ability
- work habits
- competition—how you compare to other qualified applicants

Answers to Objective 2

You should have listed these four steps in proper order:

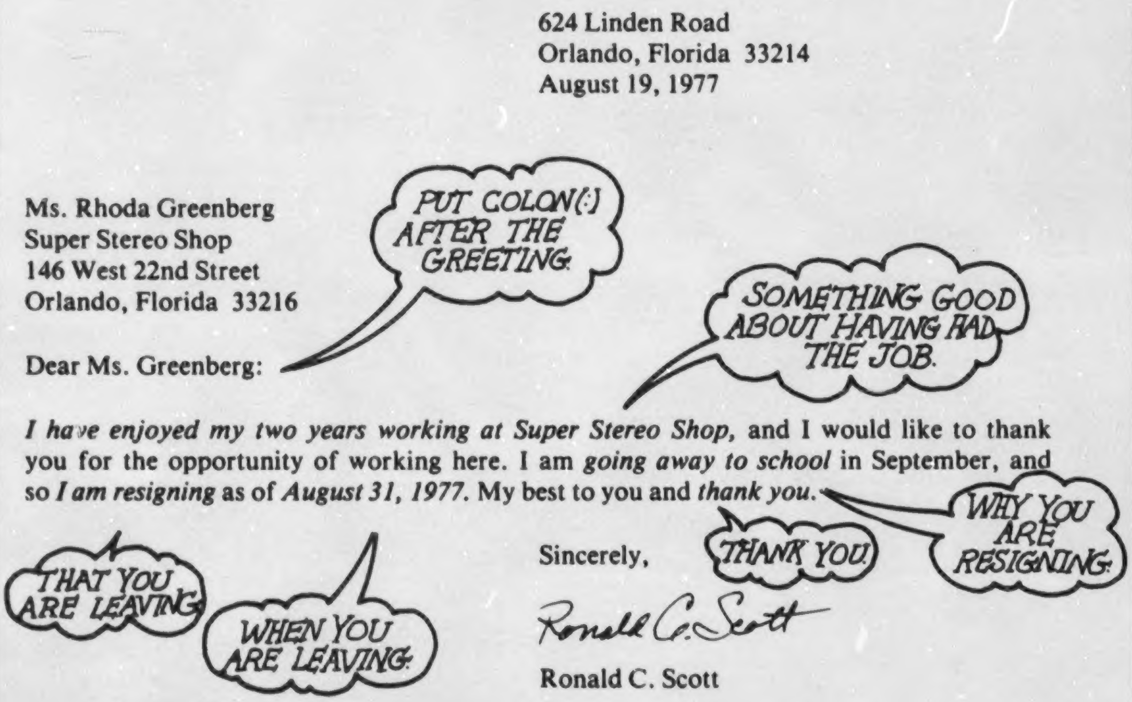
1. Find out whether there is a job that you would like to be promoted to.
2. Know the qualifications for the job.
3. Find out whether you have the qualifications.
4. Do what is necessary to qualify for the job.

WRITING A LETTER OF RESIGNATION

Imagine that you have decided, for some good reason, to resign from your job. You have already given your employer notice. You have said in person that you are leaving, when you are leaving, and why you are leaving. Now you must make it official by putting it in writing. Your letter of resignation is a chance to make a good last impression on your employer. So be sure that it is neat, easy to read, and to the point. Here are some tips for writing the letter.

1. Either type a letter, or write in blue or black ink. Sign the letter by hand, in ink.
2. Use plain white paper of the regular size, 8½ by 11 inches.
3. Write or type on one side only.
4. Make neat corrections. Messy eraser or ink spots make a letter hard to read. If your letter does not look neat, copy it over.
5. Be sure that your spelling and grammar are correct. Many people misspell "sincerely." Use a dictionary to check any words that you are not sure of.
6. Address your letter to your employer at his/her business address. Be sure to spell your employer's name correctly.
7. Keep your letter short and to the point. Try to fit it all onto one page.
8. Be sure that your letter is polite.
9. Be sure that your letter contains this information:
   - that you are resigning
   - when you are leaving
   - why you are resigning. Be honest here if you can, but don't hurt anyone's feelings. If you are leaving because you don't like the boss, don't say that. Just say that you have a better job offer somewhere else.
   - something good about having had the job
   - thank you to the employer for the job.

SAMPLE LETTER OF RESIGNATION



624 Linden Road
Orlando, Florida 33214
August 19, 1977

Ms. Rhoda Greenberg
Super Stereo Shop
146 West 22nd Street
Orlando, Florida 33216

Dear Ms. Greenberg:

I have enjoyed my two years working at Super Stereo Shop, and I would like to thank you for the opportunity of working here. I am *going away to school* in September, and so ***I am resigning*** as of *August 31, 1977*. My best to you and *thank you*.

Sincerely,

Ronald C. Scott

Ronald C. Scott

PUT COLON(:) AFTER THE GREETING
SOMETHING GOOD ABOUT HAVING HAD THE JOB
WHY YOU ARE RESIGNING
THANK YOU
THAT YOU ARE LEAVING
WHEN YOU ARE LEAVING

HOW GOOD IS PHILIP'S LETTER?

How good is this letter of resignation? Read it over and then use the checklist that follows to decide if Philip has done everything correctly. For each correct item, place a check in the correct box in the checklist.

For every mistake that Philip makes, correct it by writing in the correct answer on his letter. If you need to rewrite the body of Philip's letter, do so.

322 Francis Drive
Redlands, Florida 36107

Mr. Fred Harper
Astro Book Company
222 Wilson Lane
Redlands, Florida 36106

Dear Mr. Harper:

It's been very nice working for you, but I have been offered a good job in Silver City. I am very excited about starting it. My job with Astro helped me a lot. I'll miss everybody.

Sincerly,

Philip Brown

Philip Brown

Check if Item Is Correct

FORM
- ☐ Philip's complete address, date in the upper right corner
- ☐ Name and address of employer, spelled correctly
- ☐ Dear Mr. Harper: [including colon (:)]
- ☐ Sincerely, [spelled correctly and including comma (,)]
- ☐ Signature [handwritten in ink]
- ☐ Typed name [if letter is typed]

CONTENT
- ☐ Says that he is resigning
- ☐ Says why he is resigning
- ☐ Says when he is leaving
- ☐ Says something good about having had the job
- ☐ Thanks his employer for the job

APPEARANCE
- ☐ On plain white paper, regular size
- ☐ Typed, or written in blue or black ink
- ☐ Neat
- ☐ Correct spelling and grammar

Here's how you should have rated Philip's letter.

Check if Item Is Correct

FORM
- ☐ Philip's complete address, date in the upper right corner
- ☑ Name and address of employer, spelled correctly
- ☑ Dear Mr. Harper: [including colon (:)]
- ☐ Sincerely, [spelled correctly and including comma (,)]
- ☑ Signature [handwritten in ink]
- ☑ Typed name [if letter is typed]

CONTENT
- ☐ Says that he is resigning
- ☑ Says why he is resigning
- ☐ Says when he is leaving
- ☑ Says something good about having had the job
- ☐ Thanks his employer for the job

APPEARANCE
- ☑ On plain white paper, regular size
- ☑ Typed, or written in blue or black ink
- ☑ Neat
- ☐ Correct spelling and grammar

Philip should rewrite his letter since:
- he didn't write the date in the upper right corner
- he didn't say he's resigning
- he didn't say when he's resigning
- he didn't thank Mr. Harper
- he misspelled "sincerely." He left out an "e."

Before he gives his letter to Mr. Harper, Philip should rewrite it and include the points he left out.

Your letter doesn't have to read the same as the one on the following page. Just be sure that you:
- added the date
- said that Philip is resigning
- said when he is resigning
- thanked Mr. Harper
- corrected the misspelling of "sincerely."

Before Philip gives Mr. Harper his letter he must retype the letter and all the corrections.

Here's how Philip's letter should look.

322 Francis Drive
Redlands, Florida 36107
April 22, 1977

Mr. Fred Harper
Astro Book Company
222 Wilson Lane
Redlands, Florida 36106

Dear Mr. Harper:

It's been very nice working for you at Astro Book Company, but I have been offered a good job in Silver City. Therefore, I am resigning here as of May 6, 1977. I'll miss everybody at Astro. Thank you for everything.

Sincerely,

Philip Brown

Philip Brown

Performance Test

Imagine that you are resigning from the Pacific Plastic Company as of two weeks from today. You are leaving because you have a better offer from the Atlantic Plastic Company. Your employer is Ms. Lydia Grey, Pacific Plastic Company, 622 Highland Avenue, Gulfport, Florida 33162. Use your name, today's date, and your home address.

You may want to look back at the sample letters. Make a rough copy first, then use the performance checklist to check the letter's form and copy. Write the final copy neatly in blue or black ink.

When you have finished, use the performance checklist again to be sure that everything is correct. Show your letter and checklist to your instructor. Each item must be checked for you to pass.

Test Items on Job Getting

Apply appropriate procedures used in seeking employment.

INSTRUCTIONS TO STUDENTS: Read the statements below. If the statement is correct, write TRUE on the line before the number; if the statement is not correct, write FALSE.

Example: TRUE 0. Applying for a job correctly requires the use of many skills.

____ 1. Before applying for a job, one should consider what duties, hours, working conditions, and salary are acceptable.
____ 2. In going through the total process of applying for a job, the last contact with the employer is the most important one.
____ 3. One way to find a job is to go to a private employment agency.
____ 4. The state employment agency (Employment Security Commission) offers its services free.
____ 5. Some companies have their own employment offices where persons can apply.
____ 6. Friends and relatives are not reliable sources of job openings.
____ 7. One method of seeking a job is to place an advertisement in the newspaper under a heading such as *Job Wanted.*
____ 8. Want ads in the newspaper are classified and grouped together by job families or titles.
____ 9. When a want ad requests that only people with experience need apply, beginning workers should make up some experience.
____ 10. In filling out an application for a job, if there is something you are not sure of as you fill out a job application, it is wise to write so that it is hard to read your answer.
____ 11. In reporting your education and training in a letter of application or in a resumé, list your last job first.
____ 12. It is very important to make an appointment for a job interview.
____ 13. The purpose of a letter of application is to get an application form.
____ 14. You should always ask permission of any individuals before listing them as references on an application form.
____ 15. It is appropriate to list relatives for references.
____ 16. It is a good idea to review your completed application before going to an interview.
____ 17. The interviewer will ask questions only about your work experience.
____ 18. The person seeking employment may ask questions during an interview.
____ 19. The interviewer makes judgments on the personal appearance of applicants.
____ 20. It is desirable to have a social security card before seeking employment.

INSTRUCTIONS TO STUDENTS: Reading the classified advertisements in the newspaper is one way to find out about job opportunities. Study the want ad below and answer the questions which follow.

WANTED: A waitress for night shift, 5-day week, experience required. Pay is $250.00 a month plus tips. EOE (Equal Opportunity Employer).

1. Could a man get this job? ____________________
2. Is this an hourly wage job? ____________________
3. When would you work? ____________________

INSTRUCTIONS TO STUDENTS: Read the want ad below. Explain the meaning of any *three* (3) abbreviations or underlined words used in the ad in the space provided.

WANTED: Exp. payroll clerk. $8k and good fringe benefits. Fee paid. Send resumé to P. O. Box 35, c/o RALEIGH NEWS. EOE

1. ____________________
2. ____________________
3. ____________________

In the space below write a want ad for the *Job Wanted* section of the classified ads, seeking employment for yourself.

____
____
____

INSTRUCTIONS TO STUDENTS: In the blanks below, list four (4) ways to find a job.

1. ____________________
2. ____________________
3. ____________________
4. ____________________

INSTRUCTIONS TO STUDENTS: In the items below you are given incomplete statements and four possible items all related to getting a job. In the blank to the left of the statement, place the letter of the *best* possible answer.

____ 1. Which of the following is the most important in filling out a job application form?
  A. Getting the form typed
  B. Filling in every blank
  C. Writing in a neat and legible manner
  D. Having someone check your answers

____ 2. The most important thing to do in applying for a social security card is?
  A. Getting three recommendations from employees
  B. Accurately completing each item on the form
  C. To use a fountain pen
  D. To get a job

____ 3. A resumé (or personal data sheet) is—
  A. More like an application form than an application letter.
  B. More like a letter than an application form.
  C. Used to give your personal record to keep on jobs for which you have applied.
  D. Filled out on a form similar to that used for social security.

____ 4. Which of these ways of securing a job costs more than 50 cents?
  A. Employment Security Commission
  B. Private employment agency
  C. Looking in the classified ads of a newspaper
  D. Mailing completed applications for employment to two businesses

INSTRUCTIONS TO STUDENTS: Carefully read the following example of a job interview, and answer the questions that follow.

John saw a newspaper ad for a clerk's job and immediately telephoned to make an appointment with the company's personnel manager, Mr. Howard, for 9:30 the following day.

At 10:00 on the day of the appointment, John asked the manager's secretary to tell Mr. Howard that he was there. John was shown into Mr. Howard's office. Mr. Howard stood up and shook hands and John introduced himself: "How do you do, I'm John Jones." John sat down, and began the conversation.

JOHN: I made an appointment with your secretary about the job you have open.
MR. HOWARD: Which job is that, Mr. Jones?
JOHN: The clerk's job.
MR. HOWARD: How much clerking experience do you have?
JOHN: None.
MR. HOWARD: What kind of work have you done?
JOHN: Well, I've worked as a delivery boy, as a stock boy, and as a laborer.
MR. HOWARD: Why do you feel you can handle a clerk's job?
JOHN: I finished high school.

MR. HOWARD: Thank you for dropping by. Leave your name and phone number with my secretary, and if we decide that we need to talk further with you, we'll call.
JOHN: O. K. I'll call back.
MR. HOWARD: Don't call us. We'll call you.

Put a (✓) by the things John DID CORRECTLY. Put an (x) by the things John DID WRONG. Put a (?) if the items WERE NOT MENTIONED.

____ 1. Late for his appointment
____ 2. Lit a cigarette
____ 3. Sat down before being asked to do so
____ 4. Didn't shine shoes
____ 5. Introduced himself
____ 6. Explained to the secretary why he was there
____ 7. Had reasons why he could do the job
____ 8. Let the personnel manager begin the conversation
____ 9. Thanked the personnel manager for his time

RESPOND TO INTERVIEW QUESTIONS CORRECTLY

1. Susan is at a job interview. The interviewer asks her which job she is applying for. Which is the best reply?
   a. I guess I'll take anything that's open.
   b. I don't know. What do you suggest?
   c. I'd like to apply for the clerk-typist position.
   d. I want a jobs that pays well and has regular hours.
2. The interviewer asks Bob why he left his last job. Which is Bob's best reply?
   a. I wanted to work for a company closer to where I live.
   b. The working conditions at my last job were really bad.
   c. I wanted a job where I could develop my full potential and advance.
   d. I hated the president of the company.
3. The interviewer asks Alice if she has had any special courses or training to prepare her for the secretarial job she is applying for. Which is the best reply?
   a. I have had some typing and shorthand.
   b. Yes. Here is a list of the typing and shorthand courses I've had.
   c. I had some business courses one year, but I can't remember exactly what they were about.
   d. I feel that every course I had in high school helped prepare me for this job.
4. The interviewer asks Ted why he applied for a job with this particular company. Which is Ted's best reply?
   a. It is the only company in this area with any job openings.
   b. I'm really interested in what you're doing here.
   c. I've heard that you have a lot of fringe benefits.
   d. It is the company closest to my home.
5. The interviewer asks Barbara if she is interested in part-time work or full-time work. She would like a full-time job but will consider part-time work. Which is her best reply?
   a. I'm only interested in a full-time job.
   b. I'm looking for a full-time job, but I'm willing to start with a part-time position.
   c. Part-time work doesn't pay enough.
   d. I'll have to think about it and let you know.

Section C

Career Decision Making

The materials included in this section are designed to acquaint the student with the decision-making process, particularly as it relates to career development for occupations in business. Some of the materials are designated as being appropriate for a particular business course or for particular courses. Other materials are not designated and can be used with any course, with little or no adaptation required. Those that are designated for use in a particular course can be used in other courses with very little adaptation required. All of the materials, including the test items, can be adapted for use in many different ways.

Decision-Making Strategies

Everyone's life is full of countless choices and decisions. Many of these decisions are simple choices: when to get up in the morning, what to wear, what foods to eat for breakfast. Other decisions are important to resolve conflicts, problems, or crises that confront us and need a solution. Still other decisions concern major directions we will take that may influence the whole course of our lives: educational plans, getting married, selecting a career.

People respond to making decisions in many different ways. Some less effective ways of deciding include the following:

1. The ostrich approach. Following the myth of the ostrich who puts its head in the sand, many people try to avoid making a decision or resolving a problem by denying that the need exists. Subsequently, there is no need to decide and act. However, we have all heard the adage that "not to decide is to decide," and what we have really done is let our ship go on without a rudder.
2. The Santa Claus or great white knight approach. Here people are aware of a situation or problem to be resolved, but sit passively and wait for someone else to decide. It is the hope of these kinds of individuals that decisions will be made for them by some more knowing person, thus forfeiting their own control and responsibility in the situation.
3. Sudden Sam. Unlike the previous two ways of passively waiting for decisions to be made, the impulsive person immediately acts with only the slightest provocation and with little or no reflection upon the decision. This type of person is continually having to deal with the consequences of having made a hasty decision.

We would certainly recommend a better approach for deciding and directing one's life than the ways listed above. This section of the Handbook is directed toward exploring a decision-making/problem-solving approach that will permit a person to become more aware of her/his situation, systematically look at and evaluate input information, determine possible alternatives, and then make the best possible choice.

The need for good decisions. Alvin Toffler, author of *Future Shock*, and others have pointed out that we are increasingly confronted with more and more choices in our daily lives. This "overchoice" situation is made more complex by the fact that changes in our society have given most of us, and young people in particular, increased freedom to decide which choices we will make on the basis of our personal values rather than on the basis of societal dictates. As our freedom to make our own decisions is increased, so is our personal responsibility for these decisions. In attempting to maximize our satisfaction with the various decisions we make, it helps to have developed a sequence of logical, practical decision-making skills we can make use of in decision-making situations.

Through the process of developing good decision-making skills, we learn to generate as many choices and possible alternatives we can think of at any given decision point in our lives, thus increasing our personal freedom even further. We are also enabled to attain better control over our lives by learning to evaluate and compare the desirability and realistic achievability of the various alternatives open to us before we make our final decision.

The skills required in decision making include clarifying one's values, identifying the problem, generating alternatives, acquiring and evaluating information related to each alternative, and assigning probabilities for the success of each alternative. Although the use of decision-making skills will not guarantee that the outcomes of our decisions will always be exactly what we want, the application of such skills certainly increases the likelihood that the outcomes which result from our decisions will in fact be desirable and will reflect and relate as closely as possible to our own personal values.

In the following section, the four skill areas in a recommended decision-making model are presented. This model is followed by decision-making activities which will give participants an opportunity to practice decision-making skills.

RECOMMEND DECISION-MAKING MODEL

1. Identifying the problem.
   a. Becoming aware of a problem when it exists.
   b. Inhibiting the tendency to respond impulsively or passively to the problem.
   c. Specifying the desired state of affairs (what it would be like if the problem were resolved).
   d. Determining discrepancies between the current situation and the desired state of affairs.
2. Gathering and evaluating information as a base for decision making.
   a. Formulating a strategy for searching for information relevant to the problem.
   b. Becoming aware of sources of information.
   c. Evaluating the reliability and accuracy of information received and the sources of that information.
   d. Considering any new information relevant to the problem even if conflicting with that presently held.
3. Generating and evaluating multiple alternatives to the solution of the problem.
   a. Generating multiple courses of action or alternatives.
   b. Considering possible outcomes associated with each alternative.
   c. Calculating the probabilities of each outcome's occurrence.
   d. Determining criteria for the desirability of possible outcomes in relation to the desired state of affairs.
4. Selecting the most desirable alternatives for the solution of the problem, formulating plans for imple-

menting these alternatives, and evaluating the alternative selected.

a. Selecting the most desirable alternative based on established criteria.
b. Selecting, on the basis of the same criteria, a second alternative for the solution of the problem to be used in the case of problems with implementation of the first choice alternative.
c. Analyzing and evaluating the problem-solving process and the alternative chosen. This includes being adaptable to changing the solution if analysis indicates doing so.

SELF-EVALUATION OF DECISION-MAKING ABILITY

A prerequisite to making decisions and solving problems is to know yourself in terms of your personal decision-making abilities. This exercise is designed to help you determine some of your personal decision-making styles, strategies, and strengths/weaknesses.

Step 1: Determining ideal decision-making qualities. Choose a person that you have known in your life (or have read about in a book, or a famous public figure) that you feel is a person who is able to direct his/her life in a very satisfying way and is also recognized and admired by others for the decisions they made. Write the name of this person on a sheet of paper. Then list five qualities you perceive that person as having that may have some relationship to the person's ability to be a good decision-maker.

Step 2: The workshop coordinator or a recorder chosen from the group will now compile a list of the many different qualities written down by the participants. This will be done in the form of brainstorming, with each participant announcing the qualities they have listed without discussion. A group of 12 or more people will typically come up with a list of 50 or more qualities for good decision making.

Step 3: Self-evaluation. From the master list, each person will now determine how they personally stack up in decision-making abilities. Choose the 5-6 qualities you feel are most like you and write these down as your decision-making attributes. Choose the 5-6 qualities you feel are least like you, but which you would like to improve upon, and jot them down also.

Step 4: Pair off with another participant or break into small groups of 3-4 people and discuss what you have found to be your decision-making strengths/weaknesses. Determine how you may best use your strengths and improve your weaknesses.

What Should I Be?

James is a senior in high school, and it is now time for him to make some critical decisions. In the past he has made many decisions; some very important, some less important. *Next year he won't be in high school.* What he does next year will be based on what he decides now. He is capable of entering a number of careers. He has reduced his choices to the following:

He wants to be either a:

PROFESSIONAL BASEBALL PLAYER

Facts: 3 years of varsity baseball; most valuable player in American Legion League; Baltimore Oriole's have scouted him a number of times; all Monroe County junior year.

or

PHYSICAL EDUCATION TEACHER

Facts: 3 years leader in physical education classes; praised by gym teachers for ability to work with kids; Brockport program available to him without financial strain.

or

POLICE OFFICER

Facts: 2 years in police co-op work experience; interest in probation work and counseling with juvenile delinquents, good relationship with a policeman who helped him through troubles when he was 10 years old.

Consider James' three choices. Use the decision-making worksheet and see if you can come to a decision.

MAKE UP YOUR MIND

WHAT IS THE PROBLEM?____________________________________

	1	2	3
POSSIBLE OPTIONS			
POSSIBLE CONSEQUENCES	GOOD 1. 2.	GOOD 1. 2.	GOOD 1. 2.
	BAD 1. 2.	BAD 1. 2.	BAD 1. 2.

Give consideration to the probability of each consequence you have listed and to the values related to each act; then MAKE UP YOUR MIND.
WHAT IS YOUR DECISION?____________________

That's Not Fair

In the state of New York it is not legal to discriminate against people in employment because of their

RACE, RELIGION, AGE, SEX,
or NATIONAL ORIGIN

Do you feel there are sufficient grounds to claim discrimination in any of the following situations? *WHY?*

1. Mona Cruz is a *25-year-old Puerto Rican woman* who has worked as a filing clerk in an office for eight years. She is applying for the open position of general office manager. The company hired Henry Ramos, a *35-year-old Puerto Rican man* who had worked as an office filing clerk for two years.
2. Peter Miller is an *18-year-old black man* applying for a clerk typist job at Xerox. He took a typing test and scored 50 words a minute. Xerox hired Nancy Oyer, a *25-year-old white woman* who typed 60 words a minute on the same test.
3. Sam Jenkins is a *45-year-old white man* applying for a job as a porter at the Delaware Erie Railroad Station. He has worked as a taxicab driver for 15 years. The railroad company, which has never hired a white station porter before, hired James Robinson, a *black 25-year-old* railroad station maintenance man.
4. Peter Howard, a *35-year-old* math teacher, has a master's degree and 3 years of teaching experience in the small town of Black Creek. He is married and is the sole support of his family of four. He teaches five periods of math a day with one study hall assignment and earns $10,500 a year. Rosalie Peterson, a *29-year-old* social studies teacher, has a master's degree and 3 years of teaching experience in the same town. She is not married and lives alone in an apartment with no dependents to support. She teaches five periods of American history a day with one assignment in the dean's office and earns $9,000 a year.
5. Robert Adams is a *55-year-old white* mechanical engineer with a master's degree from Massachusetts Institute of Technology and 30 years experience with the General Dynamics Corporation as a design engineer. In April he was retired early by the company in order to hire Donald Smith, a *28-year-old black* design engineer with a master's degree from Georgia Tech and 2 years of experience as a production manager with Bausch and Lomb.

What's Important? Who Gets the Job?

Richard Harkness is the personnel director of the Duplex Tool and Die Company. He has been told to fill the position of production line supplier from a list of job applicants. The job requires the ability to move about rapidly, anticipate the needs of 12 different production line workers, and make sure they have an ample supply of parts required to keep the line moving. Three people were on the list and had the following characteristics.

	RANK			
NAME	_____	*Terry*	*Pat*	*Lee*
AGE	_____	18 yrs. 2 mos.	17 yrs. 1 mon.	18 yrs. 6 mos.
SEX	_____	Male	Female	Male
HEIGHT	_____	5'8"	5'6"	5'6"
WEIGHT	_____	160	130	180
HEALTH	_____	Asthma	Good	Flat Feet
PHYSICAL	_____	Glasses	Good	Glasses
RACE	_____	Spanish surname	White	Black
EXPERIENCE	_____	1 yr. Carrols	None	2 yrs. Key Drug
HIGH SCHOOL GRADUATE	_____	Yes	Yes	Equivalency
GRADE POINT AVERAGE	_____	2.6	3.5	—
SCHOOL ATTENDANCE	_____	159/180 days	177/180 days	—
RELIGION	_____	Catholic	None	Baptist
POLITICAL PARTY	_____	Liberal	Republican	Democrat

1. Rank in order from 1 to 5 the most important items to be considered in making the decision.
2. Rank in order 7 to 12 the least important items to be considered in making the decision.
3. Who do you think should be hired and why? ____

____

NASA—Decision by Consensus

Instructions: This is an exercise in group decision making. Your group is to employ the method of group consensus in reaching its decision. This means that the prediction for each of the 15 survival items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's *complete* approval. Try, as a group, to make each ranking one with which *all* group members can at least partially agree. Here are some guides to use in reaching consensus:

As an Individual:

1. Read each of the items and try to imagine what they look like.
2. Consider the possible uses of each item on the surface of the moon. (Be sure you consider the unusual physical differences between the surface of the earth and the moon.)
3. Start considering possible advantages and disadvantages of each item.
4. Compare the advantages and disadvantages of each item with the other items.
5. Start ranking from the top those items which are necessities and, from the bottom, those items which are obviously useless.
6. Review your ranking list and reevaluate any close decisions.

As a Group:

1. Briefly discuss each item, encouraging specific information, discouraging arguments and put-downs.
2. Nominate the choices from the top and bottom, and try to get a consensus. Consider alternatives and possible adjustments to allow the group to come to decisions.
3. Finish by publishing an official list which the group can accept.

NASA MOON SHOT

INSTRUCTIONS: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, 8 of the most critical items available must be chosen for the 200-mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank them in terms of their importance for your crew in allowing them to reach the rendezvous point.* The number *1* represents the most important, and so on, through number *15*, the least important.

Self Rank	Group Rank	
______	______	Box of matches
______	______	Food concentrate
______	______	50 feet of nylon rope
______	______	Parachute
______	______	Portable heating unit
______	______	Two .45 calibre pistols
______	______	One case dehydrated milk
______	______	Two 100 lb. tanks of oxygen
______	______	Moon map (surface of moon)
______	______	Life raft with CO_2 inflation tanks
______	______	Magnetic compass
______	______	5 gallons of water
______	______	Self-igniting, airless, signal flares
______	______	First-aid kit
______	______	Solar-powered FM receiver-transmitter

*The time factor is important. There are only 15 minutes before the group must move out with 8 of the items listed.

NASA MOON SHOT—SCORING KEY

Listed below are the possible rankings for the "NASA Moon Shot" items, along with possible uses provided by the NASA's space survival unit.

(15)	Box of matches	Little or no use on the moon, no oxygen
(4)	Food concentrate	Daily food supply required
(6)	50 feet of nylon rope	Useful in tying injured, help in climbing
(8)	Parachute	Shelter against sun's rays
(13)	Portable heating unit	Useful only if party landed on dark side
(11)	Two .45 calibre pistols	Self-propulsion devices could be made from them
(12)	One case dehydrated milk	Can be mixed with water for drinking, provide nutrition
(1)	Two 100 lb. tanks of oxygen	Fills respiration requirement
(3)	Moon map (surface of moon)	One of the principal means of finding directions
(9)	Life raft with CO_2 inflation tanks	CO_2 bottles for self-propulsion across chasm, etc.
(14)	Magnetic compass	Probably no magnetized poles, thus useless
(2)	5 gallons of water	Replenishes loss by sweating, etc.
(10)	Self-igniting, airless signal flares	Distress call within line of sight
(7)	First-aid kit	Oral pills or injection medicine valuable
(5)	Solar-powered FM receiver-transmitter	Distress signal transmitter, possible communication with mother ship

The Decision-Making Process

Give it a stab! Fill in the decision-making steps with some of your own ideas about your future after high school. Don't panic about not knowing *all* the facts or the need to make a *final* decision, but give the process a try.

1. *IDENTIFY THE DECISION THAT HAS TO BE MADE.*

I must decide ____________________

How important is it to you at this time? important ( ) ? unimportant ( )

2. *WHAT DO YOU KNOW ABOUT YOURSELF AND THE OTHERS WHO WILL INFLUENCE THE DECISION?*

How important are your parents in this decision? important ( ) ? unimportant ( )

If there is someone close to you, besides your parents, how important is he or she in this decision? important ( ) ? unimportant ( )

How important is money in influencing your decision? important ( ) ? unimportant ( )

3. *WHAT ARE YOUR ALTERNATIVES?*

I have always thought about being a ____________________

I have also considered being a ____________________

One other alternative I could mention is ____________________

4. *POSITIVE REASONS:*

For each alternative, I can think of a few good reasons for my choice:

ALTERNATIVES	REASONS
⇨	____________________ ____________________ ____________________
⇨	____________________ ____________________ ____________________
⇨	____________________ ____________________ ____________________

5. *NEGATIVE REASONS:*

For each of the alternatives I have also thought about these negative reasons:

REASONS	ALTERNATIVES
____________________ ____________________ ____________________	⇦
____________________ ____________________ ____________________	⇦
____________________ ____________________ ____________________	⇦

6. *POSSIBILITY OF SUCCESS*

Consider each alternative on its own, and rate the possibility of your succeeding in that career on a scale of 1 to 10.

ALTERNATIVE	POOR ODDS				NOT SURE				GOOD ODDS	
☐	1	2	3	4	5	6	7	8	9	10
☐	1	2	3	4	5	6	7	8	9	10
☐	1	2	3	4	5	6	7	8	9	10

7. *MAKE A DECISION*

Balance the reasons on both sides by considering the positives and negatives, and decide.

DECISION

AFTER HIGH SCHOOL I PLAN TO: ☐

Test—Steps in the Decision-Making Process

To make a decision, we all go through steps of thought and comparison and come up with an answer. Sometimes, when our emotions get involved, we just "do what we want to do." However, there is a process for decision making which we have been using.

Please place this decision-making process in the sequential order in which you think it should take place by numbering each of the following steps as they should occur.

No. ______ MAKE THE DECISION. Make the effort and decide!
No. ______ POSITIVE ASPECTS. List only the positive things about your choice.
No. ______ NEGATIVE ASPECTS. List only the negative things about your choice.
No. ______ POSSIBILITY OF SUCCESS. Estimating your chances of success for achieving each alternative.
No. ______ POSSIBLE ALTERNATIVES. List the possible choices you have.
No. ______ IDENTIFY THE PROBLEM. Set the decision down to time, place, and action as concisely as possible.
No. ______ GATHER INFORMATION. Get the facts necessary to understand what is required of you.

Imagining What I'd Do

Goal:	(1) To become aware of decision-making processes (2) To make aware of and improve student's self-concept (3) To further develop interpersonal skills
Objective:	(1) To learn more about others in the student group (2) To help students become more aware of how they react to various situations (3) To realize there is more than one choice possible in dealing with a personal situation
Possible Setting:	Recommended for any group with a high comfort level
Materials Needed:	Copies of fantasy situations

Directions:

Below are a series of fantasy situations. They deal with initiating relationships with lonely people or giving help to individuals who seem to need it. The procedure for the exercise is as follows:

1. Present unfinished fantasy situation from the list.
2. Each student thinks of his/her ending to the situation and shares it with the group.
3. Ask students to think of actual situations that have occurred recently in which they were a part.
4. Share feelings about that situation with the group.
5. As a whole, discuss what has been learned about self and others from this activity.

Options:

1. Role play fantasy situations.
2. If students feel uncomfortable sharing actual situations, continue choosing fantasy situations from list.

FANTASY SITUATIONS

(1) You are eating lunch in a school cafeteria. You get your lunch and walk into the lunchroom. The lunchroom is crowded and noisy with lots of people laughing and shouting and having a good time. Off in a corner is a boy sitting all alone at a table. What do you do? What happens?

(2) You are sitting in class. Several persons in the class are making belittling comments towards another student. The student is obviously having his feelings hurt. He catches your eye and looks at you. What do you do? What happens?

(3) You are watching a group of friends talking in front of a restaurant. A person whom they consider odd and strange walks up to them and tries to join in the conversation. They ignore him. Finally one of your friends says, "Why don't you get lost?" The person turns away. What do you do? What happens?

(4) You are sitting in a classroom. A student whom you don't know has constantly bugged the teacher and caused trouble ever since the class began several months ago. Although he is often funny, everyone is fed up with his behavior. He comes into the room and takes a seat next to you. What do you do? What happens?

(5) There is a new student in the school. You have often heard her say that your school is not nearly as good as the school she previously attended and that the students at your school are usually "just unreal." What do you do? What happens?

Understanding My Choices

Goal:	(1) To become aware of the decision-making process (2) To make aware of and improve student's positive self-concept
Objective:	(1) To define personal values (2) To understand personal choice between two alternatives (3) To express reasons for choices
Possible Setting:	Recommended for a mature group or a group with a high comfort and trust level, or as an individual activity
Materials Needed:	Student copies of Choice Sheet and pencils

Directions:

1. Give the students a choice between two alternatives. They must choose one or the other. Their values are reflected in their choices because they are saying which one is the most important to them.
2. Have the students indicate their choices first before sharing the reasons. In this way the students will make their own choices before hearing what others have to say.
   Force the issue by asking the person to only choose one preference even though he may see advantages to both sides.
3. Before moving on to the next forced choice, discuss choices made. The discussion should reveal some-

thing about each person to the group, as well as to her/himself.

Options:

(1) Advisor may alter choices to best fit the group or to get at specific values.
(2) Have the students go through the choices, deciding what the choices reveal about their own personalities. Then as a group, share what has been chosen and also learned about oneself. Compare how similar choices revealed different things.

CHOICE SHEET

Directions: Carefully read each pair of statements and choose the one you could most easily live with. Put an X on the line in front of that statement.

Choice #1:

____ Would you rather have one very close friend (someone you can talk to and go places with?)

OR

____ Would you rather that everyone in the class was your friend (all the students are your friends—they are all equal as friends)?

Choice #2:

____ Would you rather be invited to someone else's house?

OR

____ Would you rather invite someone over to your house?

Choice #3:

____ Would you rather be fairly good in all sports?

OR

____ Would you rather be excellent in just one sport?

Choice #4:

____ Would you rather go to the store close by with some friends?

OR

____ Would you rather go downtown with your parents?

Choice #5:

____ Would you rather have a job to earn money?

OR

____ Would you rather get an allowance each week? (The amount of money is the same for both.)

Choice #6:

____ Would you rather make high grades in school, giving up free time to study?

OR

____ Would you rather make average grades and have more free time?

Choice #7:

____ Would you rather be able to tell great jokes and have many people laugh?

OR

____ Would you rather be a person who listens to others' problems?

Choice #8:

If you found $25.00

____ Would you rather spend it on yourself?

OR

____ Would you rather spend it on someone else?

How I Want To Be Remembered

Goal: (1) To become aware of decision-making skills
(2) To become aware of and improve student's positive self-concept

Objective: Students decide what characteristics they have that they feel are important

Possible Setting: A well established group

Materials Needed: Copies of "Remember Me For Being" and pencils

Directions:

Occasionally when we reflect on death, as we all do, we often evaluate what life has meant to us. We wonder if others will remember us, and how we will be remembered.

(1) Have students imagine themselves close to death. The time is in the future at least thirty years. Each should consider the question, "How would I like to be remembered after death?"
(2) As students are considering this question, distribute copies of "Remember Me For Being".
(3) Have group rank the characteristics from most to least desirable, assigning them numbers from one to sixteen.
(4) When all have finished, conduct two rounds of sharing. First, determine which characteristics were ranked as most desirable (#1). Secondly, determine which were ranked as least desirable (#16). These choices are value indicators. It should be helpful for students to see what others select as most favorable or unfavorable.

Optional:

(1) Have students write their own epitaph.
(2) Have students write epitaphs for other group members based on the sharing. Keep in mind these are "future" epitaphs.
(3) Have students project via short story or letter to a friend what their life is like, remembering it is thirty years hence and they are all over forty.
(4) Have students write a news release about a future accomplishment.

REMEMBER ME FOR BEING

A good parent
Patriotic
Successfully employed
Religious
Civic minded
Creative
Patient

Industrious
Concerned about others
Open minded
Wealthy
Well known
A good friend
Sincere

Friendly
Cooperative
"My own person"
Idealistic
Dependable
Easy going

New Friends

Goal: (1) To become aware of the decision-making processes
(2) To further develop interpersonal skills
(3) To make aware of and improve student's positive self-concept

Objective: To focus on values in friendship

Possible Setting: Recommended for an eighth or ninth grade group

Materials Needed: "New Classmates" Sheet and "A Clean Slate" Sheet for each student and pencils

Directions:

Ask the students to imagine themselves in the following situation:

> You've just moved to a new city and don't know anyone. It is your opportunity to make a new life for yourself and to establish new friendships.

Now distribute copies of "New Classmates" and the related questionnaire, "A Clean Slate." When the students finish filling in the questionnaire, ask them to discuss their responses to the situations described.

NEW CLASSMATES

Mark: Mark's only interest seems to be getting good grades. He studies constantly and usually can be found in the library. You've heard that if he can't keep his good grades, he won't be permitted to go skiing with the family in February.

Sue: Sue is very attractive and one of the best liked students in your class. She's always great fun to be with and is never without a boyfriend. She seems to like you, but you've never really had a chance to talk with her. Some of the kids think she's conceited.

Paul: Paul is better known as the "Class Clown." He can make a joke out of anything, but he is sometimes a little outspoken, especially with teachers. Paul also works after school at the gas station across town.

Rick: Rick is co-captain of the football team as well as a forward on the basketball team. He is quite intelligent and is well liked by both students and faculty. He's rather shy and reserved except when in a circle of close friends.

Lee: Lee has very long hair and has recently purchased a high powered motorcycle. He has a great stereo system and a passion for classical music.

Ed: Ed is very talented in dramatic arts and presently has the lead in the school play. He lives around the corner from you and has offered you a ride to school every day. He's a very out-going person, but some find him obnoxiously so.

Lisa: Lisa is a fantastic guitar player and is never seen without her guitar. She is usually dressed in jeans, a T-shirt and sandals. She seems to daydream during most of her classes and has several notebooks reserved for doodling.

Ellen: Ellen sits behind you in class. She works hard in school and always clues you in on the latest happenings. She is a strong supporter of women's lib and will use any chance to express her liberal views to you.

Ken: Ken is one of eight children whose family lives in a wealthy section of town. For the past few years, Ken has been active in the national ecology movement. He is a local organizer for the movement.

Louise: Louise is a cheerleader and an outstanding athlete. Rumor has it though, that Louise is suspended from school for smoking marijuana.

Paula: Paula is a very quiet person. Due to financial pressures at home, she has to work every day after school as well as on weekends. Her grades are not too good, and because of her job she hardly ever attends school activities.

Terry: Terry is an only child of a wealthy couple who are well known in the community. Her parents are always traveling, and Terry is known for her "wild" parties. Her home is large and her parties are always open.

Fred: Fred is a regular guy. Usually a B or C student. He participates in intramural sports and has a steady job. He has no close friends, but gets along with everyone. They think he's nice.

Pat: Pat has recently won the "National Homemaker of the Year" award. She is quite talented in cooking and serving and devotes most of her time to these activities.

Bob: Bob is a foreign exchange student. He does remarkably well with the English language, but at times it still is difficult to understand him. He is a very good chess player.

A CLEAN SLATE

(1) Select five of the students described in your list of new classmates as persons you would like to have as friends. Beside each name, try to explain briefly the reasons for your choice.

(2) List the name of the student you would first approach. Do you have any ideas about how you might approach this person?

(3) List the names of any classmates (from the list) whom you would not be interested in having as friends. Beside each name, try to explain briefly why you feel this way.

(4) On your copy of "New Classmates," circle any factor you think would influence your decisions about these relationships. Within each circle, indicate with a plus or minus sign if you feel the factor is positive or negative.

(5) What personal risks, if any, do you foresee in your attempts to form new friendships? (It may be helpful to relate this question specifically to the persons you selected under number 1 above.)

(6) This activity has limited your choice of friends to classmates. Do you foresee yourself seeking friends from other categories of people? If so, try to explain your response.

(7) Have you ever actually been in a situation similar to that which is described? If so, try to recall your memories of that experience and jot them down.

Short Decision-Making Situations

1. Sheila wants to be a private secretary but can't decide whether she wants to work for a large company or a small one. Two positions have been offered to her and she is well qualified for both—one in a large office and one in a small office. What are some of the things she should consider before making a decision?

   ____

2. You receive a call of a bomb threat. Your supervisor is out of the office. What should you do?

   ____

3. A co-worker is constantly late and leaves early. This leaves you without the help you should have. Your supervisor does not realize what is going on. What should you do?

   ____

4. Jerry assigns loads to trucks at Central Grocers. Yesterday he switched the loads of three trucks so that the drivers' loads did not match their delivery instructions. Jerry's supervisor is blaming the drivers for the error, even though they followed Jerry's instructions. What would you do if you were Jerry?

   ____

5. Judy, a new employee, has been the object of much discussion in your office. The other employees feel that her clothing is inappropriate. Because you are the supervisor, it is your duty to handle the situation. Judy is the daughter of a close personal friend. How should you handle the situation?

   ____

Typists Prepare for the Day's Work

You have noticed that the typists do not all follow the same work routine. Thelma gathers the materials she needs first thing in the morning before she begins her work. She gets plenty of paper, carbon paper, envelopes, paper clips, and pencils from the supply closet. When her assignments are handed to her, she generally can begin her work without stopping to get supplies. During the day, she gets two or three calls from her roommates or boyfriend. She continues typing while talking, but when she does she makes so many mistakes that she has to redo a good deal of her work.

Rosa waits until she gets her assignments before she gathers her supplies and materials. This gives her time to have an extra cup of coffee and chat with the mail clerk who just started working with the company.

Alec generally gets his supplies early, but he always forgets the carbon paper or envelopes or some other material that he knows he'll need. Naturally, he has to stop working to get the supplies he's missing. He doesn't mind, though, because then he gets to stop by the water cooler to relax and get a drink of water.

Letters and reports usually don't get typed by the stated deadline, which means that the executives must wait. Sometimes this means keeping customers waiting, too. Letters seldom get mailed until the following day.

Can you identify specific problems in each typist's case?

Can you recommend how each one might use his/her time more wisely and efficiently?

Think through the problems in the above cases. Write a memo suggesting specific routines the typist might follow. Identify specific materials to gather for each day's work, schedule a definite break time, suggest a better time for them to receive personal phone calls (lunch, break, or after work), and remind them about the company policy regarding personal activities interfering with work.

Management-Level Decisions

Consider the situation below and answer the questions. They require you to evaluate some management-level decisions.

You work in Department A. There was a special job to be done in Department B. You were recommended for the job because of your outstanding work on similar jobs in your department. When you were given the assignment and the materials, you informed Supervisor B that some of the materials did not meet the job requirements. Since the supervisor had selected the materials herself, she would not allow you to change them. When you refused to complete the job, you were reprimanded and referred to the boss (the owner of the company). The boss had a conference with you and Supervisor B. Your original supervisor (of Department A) was not asked to take part in the conference. You gave valid reasons why the materials should not be used, explaining that you had them tested by an expert. Supervisor B insisted that the materials were adequate.

Result: Supervisor B said she would do the job, the boss agreed to this, and you were sent back to your original job in Department A.

The job was completed but the product did not work because the materials were inadequate, as you had stated.

1. In what ways do you think the levels of management failed to work together to achieve a satisfactory product?
   Boss: ______________________
   Supervisor B: ______________________
2. Do you think your original supervisor should have been consulted? __________ Why? __________
3. Do you feel the boss should have evaluated your reasons for not using the materials and overruled the supervisor?
   __________ Why? ______________________
4. What did the company lose as a result of the management's decision?
   Money: ______________________
   Time: ______________________
   Other: ______________________
5. Would you brag about the error since it could have been prevented if the management had listened to you?
   __________ Why? ______________________

Decision-Making Activities in the Work of an Executive Secretary

Instructional Objectives

To give the student the opportunity to perform the decision-making activities and manual activities of an executive secretary.

Given instructions, and the standard supplies listed, the student will—with neatness and 100 percent accuracy—perform the following tasks within approximately eight hours:

1. Decide order in which jobs need to be done.

2. Prepare list showing (in ABC order) priority of jobs to be done.
3. Give exact reason for assigning priorities to each job.
4. Explain in writing the action each job entails.
5. Compose and type RUSH telegram.
6. Compose and type RUSH letter.
7. Compose and type RUSH memo.
8. Revise and type sales promotion letter from rough draft.
9. Prepare master and duplicate sales promotion letter.
10. Address and mail 20 copies of sales promotion letter.
11. Research and outline speech on advertising efficiency.
12. Type several letters from dictation belt and one from live dictation.

Student Competencies

The student should have a knowledge of or skill in the following areas.

1. Transcription machines
2. Writing shorthand (100 words a minute)
3. Composing a letter
4. Composing a telegram
5. Composing an interoffice memo
6. Typing
    a. Business letter styles
    b. Telegrams
    c. Interoffice memorandum
    d. Rough drafts
    e. Chain-feeding and addressing envelopes
7. Researching and outlining a speech
8. Duplicating
    a. Correct placement on master
    b. Typing master
        (1) Proofreading
        (2) Making corrections
    c. Operation of duplicator

Time Involved

Approximately eight hours.

Materials, Equipment, and Supplies Needed

1. Typewriter and manuals
2. Transcription machine
3. Machine transcription belt containing several letters to be dictated by teacher
4. Tape containing letter dictated by teacher—or dictated live by teacher—to utilize student's shorthand writing called for in Task 4
5. Letterhead, carbon and onionskin paper
6. Typing eraser and cleaning brush
7. Duplicating machine
8. Masters and duplicating paper
9. Razor blades
10. Telegram forms
11. Interoffice memorandum paper
12. Envelopes
13. Pen and pencil
14. Dictionary
15. Telephone—optional
16. Access to school library to provide resource material for researching speech
17. Appointment book or calendar

Suggestions to Teacher

This exercise stresses decision-making activities. Although the project is intended for an executive secretary, you could use the priority listing portion ONLY as an "in-basket" activity to be performed by students who do not take dictation or use a transcription machine.

Since the students are requested to list in writing the action each job entails, the use of a telephone is optional.

Some of the calls regarding illness, etc., do not require action but are needed background material for making future decisions. You may wish to discuss this briefly with the students; particularly if they have not had recent exposure to decision-making exercises.

Since executive secretaries are often interrupted to perform URGENT tasks, you can add realism to the project by *having the students stop whatever they are doing and get out the following rush projects* to be returned to you immediately upon completion:

A. *RUSH TELEGRAM:*	To Atlanta Branch: Mr. Jones will arrive in Atlanta at 7:30 a.m. tomorrow. Usual airline.
B. *RUSH LETTER:*	Letter is to Mr. Jones' mother-in-law saying that Mr. Jones and his wife, Linda, will be at her home one week from tomorrow. The address is Mrs. Harry Smith, Box 282, St. Petersburg, Florida.
C. *RUSH MEMO:*	Memo to all employees: The regular staff meetings will not be held today. They have been rescheduled for 8 a.m. tomorrow. Miss Harrison will conduct the meetings, with the help of the regular chairmen.

Suggestions for Evaluation and Grading

The student should be graded and evaluated on the following points:

Priority:	(a)	Order of jobs should substantially agree with judgment of individual teachers
	(b)	Reasons stated for assigning priorities to each job should be logical
	(c)	Action each job entails stated in writing
Letter:	(a)	Mailable form—proper punctuation, accurate spelling, complete address, complete notations, no smudges or smears, proper placement, carbon copy, etc.
	(b)	The composition should be clear, concise, courteous, acceptably phrased, and grammatically correct.
	(c)	Time consumed should be considered on the RUSH letter.
Envelope:	(a)	No typing error
	(b)	Correct placement of address
	(c)	Chain-feeding ability
Telegram:	(a)	Composition should be clear, concise, courteous, and grammatically correct
	(b)	Typed in standard form
	(c)	Time consumed should be considered since this was a RUSH job
Interoffice Memo:	(a)	Composition should be clear, concise, courteous, and grammatically correct
	(b)	Typed in standard form
	(c)	Neatly and accurately typed
	(d)	Time consumed should be considered since this was a RUSH task

Speech: (a) Thoroughly researched
(b) Correctly outlined
(c) Subject matter clearly covered and understood

Form Letter: (a) Appropriately revised from rough draft
(b) Proper placement of heading and inside address
(c) Typed neatly and accurately

Duplicated Materials: (a) Accuracy
(b) Neatness
(c) Placement

The Job Story

You are Carolyn Nelson, secretary to Mr. Raoul Trahan. Mr. Trahan is President of Leroux Motors, where all jeeps for the United States Government are made. Leroux Motors also makes jeeps for individual sales. However, their biggest customers are the federal government and the state governments. The state governments buy jeeps for use in their state parks, etc.

Mr. Trahan has been president of the company for 25 years. Mr. Alan Jones is the vice-president and will be taking over Mr. Trahan's job in two years when Mr. Trahan retires. You have been with the company for 15 years, and you have two secretaries working under your direct supervision. Both Mr. Trahan and Mr. Jones work through you, but one of the secretaries, Miss Sue Brown, does most of Mr. Jones' shorthand and typing; however, you still take care of a few odds and ends. Mrs. Alice White works only for you; she does the routine typing and filing to relieve you for more administrative jobs.

Mr. Jones is going to be out of town for the next two weeks. Mr. Trahan rarely comes to the office. He does some public speaking, and he comes to the office when he is needed or when he wishes to have you do some letters. Mr. Trahan dictates most of his letters on the transcription machine.

You have the following jobs to do (they were either in your in-basket or are regular routine, or they were left from the day before). Decide in what order you will do the jobs and give the exact reason why you made that decision. Mark the jobs in A,B,C order according to the way you intend to complete them. Mark the reason for doing the job in that particular order with the corresponding A,B,C letter. Further, explain what you are going to do about each job, including the things that each job entails.

After reading through all the jobs and deciding on the order of their importance, complete the jobs using the correct procedures.

7:15 a.m.
Today 8th

Alice called. She is ill and won't be in today. She tried to reach you at home.

June

Came in late tonight and dictated some letters on belts. They are in the front desk drawer.

R. T.

Phone call from Mr. Trahan. He dictates letter over telephone (check with teacher when you are ready for this task). This happens right after lunch.

9:00 p.m.
7th

Carolyn,

I won't be back until Saturday. I'm going with Mr. & Mrs. Jones to the convention in Atlanta. He needs me to take notes.

We will be arriving in Atlanta by air from Toledo on the 9th.

Sue

---

12 noon
Today

While you were at lunch Sue called about sales promotion letter to be typed and reproduced. Send to first 20 names in sales book. Sales book is available from office manager, Mr. Gibbs, down in sales.

Letters should go out before tomorrow.

June

ROUTINE JOBS WHICH NEED TO BE DONE DAILY:

- Air office
- Dust furniture
- Make coffee
- Water plants
- Unlock files
- Straighten waiting room

Will you have lunch with us on Friday at 11:30 a.m. at home?

Helen Trahan

SALES PROMOTION LETTER—Found on Sue's desk.

Get out first thing in a.m.

Dear

Have you ever wanted to own the most exciting thing on the block. You can. Just get yourself a Leroux Jeep. They are fun, work like horses, and inexpensive.

If you would like to be many of the satisfied customers of Leroux Jeeps, stop in at the dealer nearest you— ____________________

Cordially yours,

Alan Jones
VP etc.

needs corrections and maybe a little more life!
S. B.

How about sending my wife a dozen roses in the a.m.—the 8th. I feel in a romantic mood.
R. T.

Mr. Trahan has to give a speech on Friday afternoon. The speech is on advertising efficiency. You have to prepare a simple outline before tomorrow noon.

Alice calls back to say that the doctor has ordered her to bed for the rest of the week.

June asks you to cover her phone for fifteen minutes at 10 a.m.

Mr. James Beecher calls for an appointment with Mr. Trahan for Thursday. Call comes at 3 p.m.

You discover that you have a lunch date on Friday with an old school chum.

Mr. Gibbs comes in from the sales department and asks you to get him the files that Mr. Jones borrowed from his office on Monday.

You discover a window broken in Mr. Jones' office door.

Your husband calls at 9:30 a.m. and invites you to lunch.

SALES BOOK

Aaron, Stanley L.
28375 Brooks Lane
Southfield, Michigan

Abate, Leonard J.
3856 Clintonville Road
Drayton Plains, Michigan

Abbott, Carl
3233 Bradway Boulevard
Birmingham, Michigan

Abel, J. M.
218 Euclid
Royal Oak, Michigan

Abraham, Fred
8430 Northfield Road
Oak Park, Michigan

Abramson, Harry H.
1250 Marymar Lane
Bloomfield Township, Michigan

Accorsi, Robert
1660 Catalpa
Berkely, Michigan

Batchelor, Robert B.
2990 Middlebury Lane
Birmingham, Michigan

Bates, Alvin T.
114 East Rutgers
Pontiac, Michigan

Battle, Gilbert
218 South Kenwood
Royal Oak, Michigan

Beagle, Elizabeth
8868 Charbane
Union Lake, Michigan

Beard, Alonzo E.
2905 Welch Road
Walled Lake, Michigan

Beardslee, Keith R.
466 Gateway
Pontiac, Michigan

Beaubien, Harold E.
29985 W. 14 Mile Road
Farmington, Michigan

Beck, Jack L.
21270 Winchester Drive
Southfield, Michigan

Beckwith, F. L.
31900 Harlo
Madison Heights, Michigan

Bedont, William J.
23380 Rensselaer
Oak Park, Michigan

Bednarz, Henry
16925 Elizabeth
Beverly Hills, Michigan

Beekman, Myron C.
2949 Normanwood Drive
Orchard Lake, Michigan

Beer, Richard L.
2480 Holland
Lake Orion, Michigan

Blackerby, George H.
82 East Chicago
Pontiac, Michigan

Blan, Gomer
23203 McAllister
Southfield, Michigan

Blanchard, Dorothy
56620 Wadsworth Drive
Rochester, Michigan

Bliss, Everett G.
32224 Scenic Lake
Franklin Hills, Michigan

Interoffice Memorandum

DATE:
SUBJECT:
FROM:
TO:

IV-84

(220) MONDAY, AUGUST 7 (146)

9	1
10	2
11	3
12	4

EVENING

(221) TUESDAY, AUGUST 8 (145)

9	1
10	2
11	3
12	4

EVENING

(222) WEDNESDAY, AUGUST 9 (144)

9	1
10	2
11	3
12	4

EVENING

(223) THURSDAY, AUGUST 10 (143)

9	1
10	2
11	3
12	4

EVENING

(224) FRIDAY, AUGUST 11 (142)

9	1
10	2
11	3
12	4

EVENING

(225) SATURDAY, AUGUST 12 (141)	(226) SUNDAY, AUGUST 13 (140)
9	9
10	10
11	11
12	12

EVENING

Vocations and Futures Test

Name ______________________________
School ______________________________
Teacher ______________________________
Hour ____________ Date ____________

Indicate the extent to which you agree or disagree with each of the statements by circling one of the following choices:

SA if you strongly agree with the statement
A if you agree with the statement, but not strongly
D if you disagree with the statement, but not strongly
SD if you strongly disagree with the statement

DO NOT circle between the choices or more than one choice.

(1) Different people have different reasons for selecting a job. SA A D SD
(2) Studying about possible job opportunities can wait until senior high. SA A D SD
(3) Work is always something you don't like to do. SA A D SD
(4) The kind of job you have has little effect on who your friends are and how much time you spend with them. SA A D SD
(5) The kind of job you have has little effect on your family life. SA A D SD
(6) The subjects or classes that you choose in school have a lot to do with the kind of job you will have when you are older. SA A D SD
(7) Each student should plan for one job to last a lifetime. SA A D SD
(8) In order to choose a job, you need to know what kind of person you are. SA A D SD
(9) Interests and abilities are the same things. SA A D SD
(10) It's probably just as easy to be successful in one job as it is in another. SA A D SD
(11) People can do any kind of job as long as they try hard. SA A D SD
(12) People don't change much after the age of 18. SA A D SD
(13) Planning and career decision making are things you do all through your life. SA A D SD
(14) People work mainly because it lets them buy things they want. SA A D SD
(15) I think I have a good idea of what things are important to me. SA A D SD
(16) A person's interests change as he/she experiences new things. SA A D SD
(17) An occupation that offers a good job today will most likely do so in 20 years. SA A D SD
(18) School activities and hobbies can be important in selecting a job in the future. SA A D SD
(19) What we like to do is always the same as what we are good at. SA A D SD
(20) Interests and abilities are of little importance in selecting an occupation. SA A D SD
(21) People should decide on their career early and then stick to it. SA A D SD
(22) I have a good idea about the kind of job I want when I finish school. SA A D SD
(23) Even if you get your "dream job" there may be parts of it that you don't like. SA A D SD
(24) People doing the kind of work you would like to do make good sources of information about the advantages of that job. SA A D SD
(25) Career development planning is relatively worthless because occupations are changing so rapidly. SA A D SD
(26) Most people remain on the same job all their lives. SA A D SD
(27) Upon graduation from high school, a final career choice should be made. SA A D SD
(28) The goal of occupational planning is to find the one occupation that will fit your needs. SA A D SD

(29) In the early high school years it is wise to keep ideas about your future job flexible. SA A D SD

Multiple Choice: Check the appropriate blank.

(30) Each person, because of abilities and interests, is best suited for:

______ a. One job
______ b. Most jobs
______ c. A group of jobs
______ d. Any job of interest

(31) The best single source of information for job research is the:

______ a. Occupational Outlook Handbook
______ b. Newspaper Want Ads
______ c. Dictionary of Occupational Titles

(32) Based on current trends, in the next decade the demand for laborers is likely to:

______ a. Increase
______ b. Decrease
______ c. Remain the same
______ d. Be unpredictable

(33) Based on current trends, educational and training requirements for jobs are likely to:

______ a. Increase
______ b. Decrease
______ c. Remain the same
______ d. Be unpredictable

(34) Based on current trends, job opportunities for women are likely to:

______ a. Increase
______ b. Decrease
______ c. Remain the same
______ d. Be unpredictable

(35) Authorities believe that in the future it is likely that the average number of hours in a work week will:

______ a. Increase
______ b. Decrease
______ c. Remain the same
______ d. Be unpredictable

(36) The "computer age" has brought about fewer job opportunities in:

______ a. Most occupations
______ b. Unskilled occupations
______ c. Professional occupations
______ d. Public service occupations

(37) The number of different occupations in the United States now is:

______ a. About 1,000
______ b. About 5,000
______ c. About 10,000
______ d. Above 20,000

(38) In planning your occupational future, you should study:

______ a. A few occupations
______ b. What your parents suggest
______ c. All occupations
______ d. One occupation

(39) During your lifetime, you can expect to change your job:

______ a. Twice
______ b. Four to seven times
______ c. Twenty or more times
______ d. Never

(40) John is a ninth grader who wants to operate a large vehicle for a construction firm when he finishes school. Where would he get the best training for that occupation?

______ a. A four year college
______ b. A vocational-technical center
______ c. A correspondence course
______ d. No training needed

Susan, a ninth grader, would like to learn more about job opportunities and requirements in the field of police work. Rate the following sources that Susan could use:

(41) Fictional stories about police
Usually Helpful   Sometimes Helpful   Little Help

(42) English teacher
Usually Helpful   Sometimes Helpful   Little Help

(43) Parents
Usually Helpful   Sometimes Helpful   Little Help

(44) Counselor
Usually Helpful   Sometimes Helpful   Little Help

(45) Newspaper want ads
Usually Helpful   Sometimes Helpful   Little Help

(46) Lists of college subjects and classes available
Usually Helpful   Sometimes Helpful   Little Help

(47) People in police work in her community
Usually Helpful   Sometimes Helpful   Little Help

(48) The school's occupational files
Usually Helpful   Sometimes Helpful   Little Help

Craig is a ninth grader interested in becoming a junior high science teacher. Some of the things he should consider before making plans to enroll in a teaching program in college are:

(49) Population growth predictions
Applies   Might Apply   Doesn't Apply

(50) Does he want to work inside most of the time?
Applies   Might Apply   Doesn't Apply

(51) Do his parents encourage him?
Applies   Might Apply   Doesn't Apply

(52) Does he like to work with people?
Applies   Might Apply   Doesn't Apply

(53) School grades in Science

Applies	Might Apply	Doesn't Apply

(54) School grades in Mathematics

Applies	Might Apply	Doesn't Apply

Test on the Decision-Making Process

INSTRUCTIONS TO STUDENTS: In each of the situations presented below, write the letter (a, b, c, d, e, or f) of the decision-making step that *best* answers the question. Use the choices below to fill in the blank beside the number. No answer can be used twice.

Decision-Making Steps

a. Define the problem
b. Establish a plan of action
c. Clarify values
d. Identify alternatives
e. Discover probable outcomes
f. Eliminate alternatives (systematically)

_____ 1. In deciding what kind of summer job to look for, Ellen said, "I want a job that pays a good salary and won't require me to work every afternoon so that I can go to the beach." Review the six steps above. What decision-making step has Ellen reached?

_____ 2. Bob is a new student at Center City Middle School. He wants to spend a lot of time making new friends, catch up on his school work, and help his family get settled into their new house. What decision-making step has Bob reached?

_____ 3. James thinks he is interested in attending college after high school but is not sure yet. He has listed four other things he could do after high school besides attend college. What decision-making step has James completed?

_____ 4. Martha has decided to take a job after school. She has been interviewed for four jobs and has definitely decided not to take three of the jobs. What decision-making step has Martha completed?

_____ 5. Elaine has decided to look for an afternoon job. She is making a list of people to call whom she thinks might hire her. What decision-making step is Elaine practicing?

_____ 6. Robert has decided to enter a military academy after high school. He has talked with an Army officer and found out that he will get educational benefits if he can pass certain tests. What decision-making step has Robert completed?

INSTRUCTIONS TO STUDENTS: Listed below are parts of Jim's use of the decision-making process in an educational problem. In the blank in Column A write the letter of the step in the decision-making process which Jim is using in solving his problem from the choices in Column B.

COLUMN A—PROCESS

_____ 1. I've dropped State College from consideration.

_____ 2. What's important to me is to train for a job that will bring me into daily contact with many different people.

_____ 3. What should I do the year after I graduate from high school?

_____ 4. I'll list the possibilities: (1) attend the community college, (2) work a year, (3) attend a business college.

_____ 5. I'm going to talk with a number of people who are now doing this type of work to learn more about the job.

_____ 6. I'll spend 10 hours between now and December 15 investigating possibilities.

COLUMN B—STEP

A. Define the problem
B. Establish an action plan
C. Clarify values
D. Identify alternatives
E. Discover probable outcome
F. Eliminate alternatives

INSTRUCTIONS TO STUDENTS: Read the situation below very carefully and answer each of the questions about the situation.

Jim, an eighth (8th) grade student, is the supervisor in the industrial lab of his exploration course. The scroll saw which the class was using to complete an assembly-line project has just been broken. Jim knows that it would take at least two weeks to get the saw repaired and would cost $40.00. A new saw could be bought at the local building supply store for $60.00. Jim's teacher says that the class must begin studying another cluster in two weeks.

1. What alternatives does Jim have?
A. ______________________________
B. ______________________________

2. What decision would you advise Jim to make?
____
____

Section D

Values—Self-Appraisal

The materials in this section provide ideas and activities for business teachers to use in class to help their students develop positive self-images and a consciousness of personal values. Some of the materials can also be used to strengthen other elements of career development, particularly those relating to human relations and personal traits. They serve as decision-making activities, too, because students are required to go through the decision-making process to determine the importance and relationship of values and lifestyle to interests, aptitudes, and abilities required for career preparation and development.

In some instances, activities are very closely related in order to provide teachers and schools a variety of materials for use in different classes and at different grade levels. It is important to give students opportunities to examine values and develop positive self-images at each level and in each course.

Definition of Values; Setting Goals: My Past and My Future

Life presents all of us with many opportunities and experiences that shape the way we think, the way we interact with others, and the goals we set for ourselves. Out of these learning, growing experiences, we each formulate some set of guidelines to govern our behavior in deciding and choosing from among life's alternatives. These guidelines are our values. Having clear ideas of what we value, what we prize and cherish, is a very important first step toward sorting out our alternatives, making decisions, and setting realistic, attainable goals.

ACTIVITY

The goal of this activity is to allow participants the opportunity to (1) identify past experiences and begin considering the values implied through the content and the process of recollection, (2) relate these recollections to present experiences and the values each now holds important, and (3) look at the goals we have set for the future.

Our recollections of our past experiences (people, objects, places, events, settings) add meaning to our present experiences and the kind of goals we project for ourselves in the future. In order to think about how we might want to plan our future years and begin to set personal goals, jot down a few of your memories. After identifying some experiences (including such things as interests, problems, and hopes) small groups will be formed for the purpose of sharing the recollections with other members of the group.

Influence on Values Development of Individuals, Groups, and Cultures

Almost every choice an individual makes is motivated by personal values. Values constitute the things in life that really matter to a person, the things which repeatedly influence behavior and choices. Interpersonal conflicts can arise from value differences, because individuals often think that anything important to them must also be important to everybody else. Many major historical conflicts have resulted from the efforts of one group of people to instill their "right" values onto others. Values are rarely the same for everyone. They can differ radically from person to person.

Values also differ from group to group. Groups fall into many categories, such as political, special interest (e.g., chess, environmental, athletic), social and peer, and religious. People usually belong to these groups because the group values reflect their own. Group values can often be a source of strength to people; they can provide a sense of direction, support, or purpose. Group values can also, like individual values, be a source of contention and separation among people. Groups can have a very strong influence on their members, cementing together people who share similar values, and pulling apart people who differ. Cultures have distinct value patterns which cause their people to behave differently from those who have grown up in other cultures. There is often pressure for individuals outside the dominant culture to conform. Different culture values, like differences in individual and group values, can contribute to the enrichment and complexity of society.

Identifying Values Through The Values Survey

The purpose of this activity is to determine the underlying principles (values) that influence your life.

Individually fill out the following survey using the instructions below. After you have completed this survey, meet in groups of 3-5 to discuss what values are important to you and how they may differ from other participants.

Instructions: Following are 18 values listed in alphabetical order. Your task is to arrange them in order of their importance to *you*, as guiding principles in *your* life. Number a paper from 1-18. Study the list carefully and pick out the one value which is the most important for you. Write it by #1. Then pick out the value which is second most important for you. Write it by #2. Then do the same for each of the remaining values. The value which is least important will be #18.

Work slowly and think carefully. If you change your mind, feel free to change your answers. The end result should truly show how you feel.

1. A COMFORTABLE LIFE—a prosperous life
2. AN EXCITING LIFE—a stimulating, active life
3. A SENSE OF ACCOMPLISHMENT—lasting contribution
4. A WORLD AT PEACE—free of war and conflict
5. A WORLD OF BEAUTY—beauty of nature and the arts
6. EQUALITY—brotherhood, equal opportunity for all
7. FAMILY SECURITY—taking care of loved ones
8. FREEDOM—independence, free choice
9. HAPPINESS—contentedness
10. INNER HARMONY—freedom from inner conflict
11. MATURE LOVE—sexual and spiritual intimacy
12. NATIONAL SECURITY—protection from attack
13. PLEASURE—an enjoyable, leisurely life
14. SALVATION—saved, eternal life
15. SELF-RESPECT—self-esteem
16. SOCIAL RECOGNITION—respect, admiration
17. TRUE FRIENDSHIP—close companionship
18. WISDOM—a mature understanding of life

Below is another list of 18 values. Arrange them in order of importance, the same as before.

1. AMBITIOUS—hardworking, aspiring
2. BROADMINDED—open-minded
3. CAPABLE—competent, effective
4. CHEERFUL—lighthearted, joyful
5. CLEAN—neat, tidy
6. COURAGEOUS—standing up for your beliefs
7. FORGIVING—willing to pardon others
8. HELPFUL—working for the welfare of others
9. HONEST—sincere, truthful
10. IMAGINATIVE—daring, creative
11. INDEPENDENT—self-reliant, self-sufficient
12. INTELLECTUAL—intelligent, reflective
13. LOGICAL—consistent, rational
14. LOVING—affectionate, tender
15. OBEDIENT—dutiful, respectful
16. POLITE—courteous, well-mannered
17. RESPONSIBLE—dependable, reliable
18. SELF-CONTROLLED—restrained, self-disciplined

Values and Actions

Thoreau said, "What you do thunders so loudly in my ears, I cannot hear what you say." There is an undeniable relationship between values and actions. A value that is still in an embryonic, developing state may not result in observable actions. A well-established value, however, usually shows up in an individual's actions. If a woman runs a mile every night, she probably believes in physical fitness. As Thoreau implied, it is hard to believe an individual's statements if her/his behavior says something else. One of the best ways of discovering one's values is to use one's actions as indicators.

Personal Qualities in Your Self-Appraisal For the World of Work

Ability
Talents
Physical makeup
Interests
Educational aspirations
Attitudes and values
Self-concepts
Willingness to change
How others see you

Ability

Ability refers to your capacity to perform. Your school grades are an indication of your ability to perform in certain subject matter areas. Perhaps you have more ability in mathematics than in English, or you have more ability in mechanics than in art. Some people seem to have great ability in all subject areas; others may be relatively weak in one or more subject matter areas.

Your self-appraisal should reveal a true picture of the strengths and weaknesses of your ability. Your guidance counselor and teachers can provide you with information about your abilities. This will be based on tests which measure ability and achievement given each year in your school. It is important that you give serious consideration to your career choice in relation to what you are capable of doing. Be careful not to overestimate or underestimate your ability. Try to make a fair and impartial assessment of yourself.

Talents

Individuals differ in many ways. Often individuals possess special talents. If you possess special talents, you are fortunate. It is quite common for people to choose an occupation on the basis of their talents. You can define talents as things that you do well. A baseball player's special talent is his ability to hit, run, and catch a baseball. If his talent is good enough, he may become a professional player. If your self-appraisal indicates that you have special talents, consider how you can relate them to an occupation. Hobbies are often a source of talent. Do not overlook hobbies in your self-appraisal. A partial list of talents, of which you might possess one or more, is given for you to think about:

1. Do you write well?
2. Are you able to grow plants and raise animals?
3. Do you type well?
4. Do you sketch and draw well?
5. Are you a good speaker?
6. Are you mechanically inclined?
7. Do you play a musical instrument well?
8. Do you have a scientific and inquisitive mind?
9. Can you work well with other people?

Physical makeup

Different careers or occupations make different demands on the health, strength, and stamina of individuals. If you have no physical limitations, there is no health problem in selecting your career.

People who have physical or health problems should choose careers that are in keeping with their physical limitations. Other people with handicaps have been able to adjust to their handicaps and have led active and productive work lives.

Previous experience

Previous experiences have played an important part in developing your individual interests. Your work experience should be appraised to determine the types of work that have provided you with the most success. A mature person makes his way on the basis of his demonstrated ability—his experiences or what he has done well. Work experience can help you increase your present interest and develop new interests. In addition, new knowledges and skills which may be helpful in your future occupation can be acquired.

Appraise your past experiences so that you can make a more objective decision on the basis of what you can and cannot do. Previous work experience is one of your best indicators of success in a career. Satisfying part-time experience has often led to satisfying full-time positions.

Interests

It is known and easily understood that people enjoy most, and do best, the things in which they are interested. If you are able to determine your basic interests and to select an occupation that is closely associated with them, your chosen occupation should give you much satisfaction.

Your self-appraisal should indicate the things in which you are interested. You may have one specific interest or you may have many varied ones. If you need assistance in determining interests, the guidance counselor can assist you by giving you an interest inventory. An interest inventory is designed to help you determine your areas of interest.

To use interests as a basis for making a career choice is only natural, but you should also consider other things in your career choice. Your interests may change as you mature. Some occupations which do not appeal to you now may appeal to you later in life.

Educational aspirations

Education can increase your occupational opportunities. Certain careers require more education than others. Much of your success in a particular occupation will be based on your competency in a specific or related field of education or training. Preparing for certain occupations often means several years of additional education beyond high school, while education for some occupations is offered in a comprehensive high school.

An employer "buys" what the employee knows or what he can do for the business. A person needs salable skills, knowledge, and education to become employable.

A choice of career should include plans for securing the desired education needed in an occupation. It is unwise to choose an occupation in which you have not made formal plans to prepare yourself educationally for your work. It would be foolish to want to become a medical doctor without wanting to go to medical school or to become a mechanic without determining how you could get the necessary training. Careful consideration should be given to future educational plans before choosing a career.

Attitudes and values

Self-appraisal should include your own attitudes and values when choosing an occupation. Ask yourself the following questions in relation to your attitudes and values:

1. Will my choice of an occupation agree with my attitudes and values?
2. Can I express my attitudes and values in my work?
3. Will the people with whom I work have similar attitudes and values?

If the answers to these questions are "yes," then your choice of an occupation would appear to be in agreement with your value system. If the occupation interferes with your values, you have a choice of either readjusting your values or selecting another occupation.

Self-concept

Self-concept is the way you see yourself. Your self-appraisal should include a good look at the way you see yourself in relation to the people and things around you. In choosing an occupation, your self-concept will be the way that you see yourself in the occupation you choose. An occupation should provide you with a satisfying self-concept of yourself as a worker.

Willingness to change

It is very important for you as a prospective worker to be flexible and willing to change. As a worker, you will encounter situations that will require you to make certain adjustments. Your success in your work may depend on your ability to accept constructive criticism and your willingness to make the proper adjustments.

Your willingness to change may open up new areas of interests and thereby open entirely new avenues of employment.

How others see you

Personality is a difficult term to define. For our purposes we will define personality as "the traits which you possess that separate you from other people" or "how you appear through the eyes of others." Many traits make up your personality. Each of us has pleasing as well as undesirable personality traits.

Since your personality determines to a great extent how others see you, it is necessary for you to appraise yourself in terms of how you appear to others. It is well-known that people with certain kinds of personality traits tend to do better in certain types of occupations than do people with different personality traits. Your personality may determine your success in a particular occupation.

Summary

If you think that appraising yourself in relation to a career is a complex problem, you are correct. Regardless of how complex the task may seem, it is done every day of the year by thousands and thousands of people. The task can be made easier by a systematic appraisal of yourself.

Ask yourself the following questions and find the answers as they relate to you:

1. What are my abilities?
2. What special talents do I possess?
3. What is my physical makeup and what are my handicaps?
4. What are my attitudes and values?
5. How do I see myself or what is my self-concept?
6. What are my educational plans for the future?
7. What are my previous experiences?
8. How do others see me or what kind of personality do I have?
9. Am I willing to accept change?

Self-Concept Exploration

Terminal performance goals

The student will—

(1) Describe how he perceives himself in terms of interests, abilities, needs, values, goals.
(2) Describe how these self-characteristics may relate to requirements and satisfactions of preferred occupational fields.
(3) Identify the compromises he may have to make in order to attain his preferred career goals.
(4) Identify the changes he may make to become the kind of person he wants to be.

Learning experiences

(1) Motivating activity—If students are to approach the task of self-appraisal seriously and comfortably, *they must see the relevance of such a task.* The idea of studying oneself will be foreign to many students who look upon schooling as dealing with subject matter on an intellectual, abstract basis. The teacher should *make students aware of the individual as a worthwhile subject for study.* In addition, the teacher must create an atmosphere in which students can be comfortable and honest in sharing personal information. A beginning discussion guide that attempts to create an atmosphere for self-exploration is found on page IV-92.

Near the end of the class period, after students and teacher have discussed the idea of self-exploration, ask students to complete and hand in the Sentence Completion Exercise (See page IV-92.) Instruct students to follow the directions on the sheet.

Follow up by asking students to recall some of their sentence completion replies. Begin with a safe item on which there will be many strong feelings (#2 or #3). It is unnecessary to discuss all of the items, but discussion of a few will give students an awareness of the similarities of feelings among them and make the class atmosphere more "safe" for self-examination.

(2) Ice-breaking activity—Have students pair off, instructing them to choose a partner they don't know well, or simply form pairs by numbering off, 1-2-1-2 etc. Instruct students that pairs are to get to know enough about each other to introduce their partners to the class. This can be a general introduction or students may be instructed to be more specific. Find out one thing that no one else in the class knows about this person or find out his most important goal in life.

Allow each member of the pair to talk about himself for five minutes. At the end of 10 minutes, the total group reassembles, preferably in a circle, and each member of each pair introduces the other to the group. If the class is large, the teacher may wish to split into groups of about 10-12 for these introductions. Following all of the introductions, the leader might ask group members if they want to add to the data given by the introducer, or if anyone has questions.

(3) Ask students to identify the characteristics that make up a self-concept. This might be approached from the question, "What do you need to know about someone before he can be a best friend?" List these characteristics on the blackboard. The discussion may be followed by having students write a self-description based on the characteristics they have listed on the chalkboard.

If students wish to share their self-descriptions, it can be a way of increasing acquaintance. One way of doing this might be for the completed essays, names omitted, to be numbered and circulated around the class. As class members read each essay, they write on a sheet of paper the number and the name of the person they think is being described. When the class members have read the essays, the teacher can read the name that corresponds to each number so students can see how accurately they guessed, and how accurately they see other class members. An alternative would be to have someone other than the writer read the paper and ask class members to tell who they think is being described, and why.

(4) One way to help students explore themselves is to have them keep an ongoing daily journal of reactions to class experiences. Teacher and students should agree on and understand clearly the purpose of the journal and the structure of the journal before it is begun.

The *purpose* might be to give students an opportunity to keep a record for themselves of their reactions and insights regarding class experiences. The journal might be a means of sharing insights, feelings, questions, and concerns with another student or a group of students; the journal might be a way by which teacher and student engage in a written dialogue. It might be a way by which teacher and students evaluate their needs and the manner in which the teacher or students help individuals to evaluate their progress. Hopefully, students and teacher will identify this journal as a growth and exploration experience and will not use it as *busy work* or as a means for assigning grades. For this reason, it is important that students and teacher agree on and clearly understand its purpose and who will read it.

The *structure* will vary depending on the teacher and the class. Some possible ways of structuring include allowing students five minutes at the end of each class period for writing whatever they choose regarding the day's experiences; or they may be asked to record their immediate feelings at the close of each class period. Once a week, students may be asked to write something from the week that they feel good about. Students may be asked to respond to a specific question related to a particular class activity or may be given a general list of questions (page IV-92) and asked to choose one or two that seem to relate to things that happened during the day, briefly describing the situation and the reason for those feelings. Whatever structure is decided upon should be clearly understood and agreed upon by both teacher and students.

(5) A series of self-appraisal exercises begins on page IV-93. By completing these activities, thinking about the questions at the bottom of each page, discussing them, and planning self-improvements, students will focus on their abilities, interests, experiences, scholastic preparation, and personality traits as they relate to career development.

By using the Career Development Contract (page IV-93) in relation to the self-appraisal exercises, students may identify areas in which they wish to make changes in themselves, make specific action plans for implementing such changes, and gain support from the group or from individuals for carrying out such actions.

Specific suggestions for use with each exercise are listed below:

a. *High school subjects.* After each student has filled out his individual record, have him pair off with one or two other classmates of his choice and discuss the questions at the end of the exercise. A journal assignment might be given to write the thoughts and insights brought out by the appraisal.

b. *Work experience.* After students have completed the exercise, have them assemble into groups of about 6-8 to share their experiences and discuss the questions asked at the end of the exercise. This can be an enjoyable learning activity for students who have had a variety of work experiences, because they will be able to tell about themselves. It should also be useful to those students who have not had work experiences as they identify with their classmates in various work situations. A journal assignment resulting from this discussion could be to write an answer to the questions, "What additional work experiences might you seek, to test out possible likes and dislikes?" or "What did you learn today that made you more interested or less interested in a particular occupation, either now or for the future?"

c. *Activities.* After completing this list, students can benefit from small group discussions of themselves and their activities. The focus in this discussion may be on evaluating their activities in terms of career exploration and lifestyle, and for some, broadening their activity base. Some students may find this an opportunity to learn more about various clubs, organizations, hobbies, etc. It also can serve as a starting point for students who want to begin a new hobby or activity. An assignment related to this discussion could be to have each student make a written contract to investigate a new activity or agree to help someone in the group investigate an activity in which he is involved. The reaction to this investigation might be written as a journal assignment. Some later time should be set for this group to reconvene and discuss the results of their investigations.

d. *Appraisal of abilities*. Each student should fill out this form as he sees himself, and should also choose two or three other people to fill out copies of the form (class members, teachers, employers, parents, others who would be familiar with his abilities). After students have compared their self-appraisals with the appraisals of them made by others, they will want to discuss the differences and *check out* with class members those areas where there is discrepancy.

A journal assignment might be to write about how self-appraisal coincided with appraisal by others, and how the person felt about it. Another journal approach would be to ask students to speculate as to what the ability ratings mean in terms of vocational choice.

e. *Personality*. After students have rated themselves on a four-point scale as to how they see themselves and how they would like to be, there are a variety of ways of using the data:

Have a friend or members of his group rate him on a similar scale. If there are any outstanding discrepancies on the individual's self-rating as compared to ratings done by others, these should be discussed.

Students may choose categories in which they want to make changes in themselves, and write career development contracts (page IV-93) stating specific ways in which they will act to get the desired change. For example, someone who wants to improve conversational ability might contract to start conversations with "new" people during lunch period and talk to a different person each day for one week. He will choose a classmate who will support him and to whom he will report his progress. In this way, students in the class can become support systems for each other in facilitating changes that individuals wish to make. A new contract could be developed each week as students work to become their "ideal" selves.

On a similar list of personality traits, have employers in a preferred occupation check off the traits that they would want in an employee. These checklists could be labeled and put together into a resource book of traits that employers prefer. Students could then compare themselves with the "ideal" employee.

DISCUSSION GUIDE FOR SELF-EXPLORATION

The teacher may wish to open this discussion with some personal, relevant examples.

1. Schools aren't generally oriented to talking about you. Can you remember in school where you ever talked about yourself? In grade school? In junior high? In high school?
2. When you first came into this class, were you interested in anything other than the subject matter? (Eventually students will confess to an interest in each other).
   Would you agree that you were forming judgments about each other?
   What kinds of judgments do you make about other students in a class? (looks, intelligence, personality)
3. What is personality?
4. If I had people in this class or friends describe you, would that description be accurate? Complete?
5. How many people are you? Are you the same person with your best friend as with a teacher? What are some other situations where you change to fit the situation?
6. What does school expect you to be? Your parents? Your friends? A prospective employer? What do you expect of yourself?
7. How many of you feel that you keep that person inside of you fairly well covered?
8. How would you like members of the class to describe you?
9. How many of you feel that you have a pretty good idea of how others judge you? Do you have a good idea of how others see themselves? (parents, friends, teachers, employer)
10. Do you see any need to know more about yourself?
11. What have you learned about yourself through studying other subjects? For example, in geometry, are you good or bad at living by rules?
12. Do you see any relationship between knowing yourself and choosing a job? (This may create an opportunity for students to discuss the relationship between tasks one likes to do, tasks one does well, and what others expect.)

SENTENCE COMPLETION EXERCISE

Fill in the blank at the end of the sentence with the first thought that enters your mind.

1. I don't like people who ______________________
2. In school I wish ______________________
3. No one in this school ______________________
4. It is hard to like another person who ______________________
5. The thing that bothers me most is ______________________
6. I believe I have the ability to ______________________
7. It is hard to like a person who ______________________
8. In school it is hard to trust ______________________
9. What I like least in myself is ______________________
10. What I want most is ______________________
11. When I am with others that I don't know well, I ______________________
12. In a group, when I have something to say I ______________________

SUGGESTED JOURNAL TOPICS

Each day write a paragraph or two reporting on your experiences related to this class. The questions below suggest the kinds of things you can write about. But, do not feel that you must limit your report to these questions if there is something else you would prefer to write about. You can probably write on one or two questions, and you can choose the ones that seem to relate to things that happen that day. Briefly describe the situation and reasons for your feelings.

1. How did your feelings about any person change as a result of this day's activities? Why?
2. How similar is your impression of yourself to the impression others have of you? Explain.
3. Were you surprised by any of the things people said about you? Explain.
4. What were some things you wanted to say today and did not say?
5. What did you do today which made you feel proud? Why?
6. What problems did you encounter?
7. What happened that made you feel uncomfortable or unhappy?
8. Whom did you see that impressed you favorably? Why? or unfavorably? Why?
9. What criticisms did you receive and how did you respond to them?

10. What compliments were you given and what did they mean to you?
11. What did you do that seemed to be effective or ineffective in your relationship with others?
12. What did you do in your work that was enjoyable or satisfying?
13. What new task did you learn to perform?
14. Describe a difficult situation you encountered and how you handled it?
15. What questions did you ask your group or what questions would you like to have asked?
16. How do you think you might need to change to succeed in a preferred career field?
17. What happened that made you feel you would (or would not) like (*your choice*) as a lifetime career?
18. Tell about the best thing that happened to you this week; something someone said or did, something you said or did, a feeling, an insight, a goal accomplished, etc.

(This exercise taken in part from *Pilot Training Project for Teachers of Distribution and Marketing*, University of Minnesota, Summer 1967.)

CAREER DEVELOPMENT CONTRACT

A career development contract is a plan for helping you to make changes that you desire to make in yourself. These changes can be related to any area of your appearance, intellect, or personality that you would like to change and that seems possible (obviously you can't change your height or the color of your eyes, but you can change your weight or the length of your hair.)

The contract can be effective if *you* decide what *you* would like to change and ask others to help you, check up on you, support you. Use the contract whenever you see a change that would help you to become closer to your "ideal self". Don't choose *not* to use it for fear of failure. Approximations are successes, not failures. Write a career development contract by using the following steps:

I. Identify something about yourself that you would like to change
 . . . . . Is it to *stop* doing something?
 . . . . . Is it to *start* doing something?
 . . . . . Is it to do something *more often*?
 . . . . . Is it to do something *less often*?
 State what it is you want to do.

II. How much do you want to make the change?
 . . . . . Will you be honest about your actions in regard to carrying out your plan?
 . . . . . Will you be responsible for what you do? (no shifting the responsibility to another person or situational circumstance)
 . . . . . Do you really want to make the change?
 Briefly describe what the rewards will be for you as you make the change.

III. Identify *specific actions* you could take to bring about the desired change.

IV. Identify the resources you might use in helping you to make the change (people, objects, experiences).

V. Write a career development contract that you intend to carry out. Be specific about what you hope to accomplish: the actions, time, people involved, and how you will know when you have completed your contract.

VI. Name the person or group of persons in this class who will help, encourage and support you.

VII. Follow-up—Keep a record of the results of your plan and describe the results after one week.

SELF-APPRAISAL FOR THE JOB AHEAD
MY HIGH SCHOOL SUBJECTS

Beside each subject listed below, have students list the things they disliked about the subject, and then the things they liked.

Business
Distributive education
English (includes speech, journalism)
Foreign language
Health
Home economics
Industrial arts
Mathematics
Music
Occupations
Psychology
Physical education
Science
Social studies
Other

QUESTIONS FOR DISCUSSION:

1. Can you see any definite patterns in your likes and dislikes which might affect your choice of vocation?
2. Do your grades reflect any strengths and weaknesses which might affect your success?
3. If there are things about this record that you would like to change, can you change them?
4. Would you like this group to help you develop a plan for such a change? If so, discuss it with the group and write up a Career Development Contract.

SELF-APPRAISAL FOR THE JOB AHEAD
MY WORK EXPERIENCE

Divide a sheet of paper into three columns. On the left, list the jobs you have had; in the center column, tell what you disliked about the jobs; and in the right column, the things you liked. (You may include work around home if you wish; yard work, pet care, house work, baby sitting, cooking, repairing, etc.)

QUESTIONS FOR DISCUSSION:

1. What likes and dislikes listed above might affect your choice of vocation?
2. How can your work experience help you in choosing your vocation?
3. Are there vocations about which you are curious but have no information? You might want to ask others in your group if they have such information.
4. What possible additional work experience might you seek in order to test out possible vocational likes and dislikes?
5. Are there people in your group who have had work experiences that you would like to know more about? Ask them.

SELF-APPRAISAL FOR THE JOB AHEAD
MY ACTIVITIES

Divide a sheet of paper into three columns. On the left, list your activities—clubs and organizations, social activities, and hobbies and interests. For clubs and organizations, include length of membership, record of participation, offices, etc. In the center column, tell the things you dislike about these activities; and in the right column, list the things you like about them.

QUESTIONS FOR DISCUSSION:

1. Do you see any pattern in your likes and dislikes?
2. Do you get any picture of the style of life you may prefer 10 years from now?
3. How can an understanding of the likes and dislikes listed above help you in selecting your vocation?

4. Are there areas where you would like to be more involved or less involved? How might you go about adding to your experiences and activities?
5. Is there a specific action you might want to take to broaden your activity base? Can your group help? Would a Career Development Contract help?

SELF-APPRAISAL FOR THE JOB AHEAD
MY PERSONALITY

Using the symbols listed below, determine the degree of each quality that you now possess, would like to possess, and that someone else thinks you possess.

1. never or poor
2. seldom or fair
3. often or good
4. always or excellent

In the first column, write the number that best describes how you *now* see yourself. In the second column, write the number that best describes your "ideal self", the degree to which you *would like* to possess each quality. In the third column, have someone who knows you well describe the degree to which he/she sees you as possessing each quality.

	As I am now	As I would like to be	As others see me
A. APPEARANCE			
1. Health			
2. Posture			
3. Grooming			
4. Facial Expressions			
B. MANNERS			
1. Concern for others			
2. Observance of etiquette			
3. Social courtesies			
C. EXPRESSIONS			
1. Voice quality			
2. Correctness of English usage			
3. Pronunciation			
4. Conversational ability			
D. PERSONAL TRAITS			
1. Alert			
2. Ambitious			
3. Annoying			
4. Calm			
5. Clever			
6. Competent			
7. Competitive			
8. Confident			
9. Considerate			
10. Cruel			
11. Dependable			
12. Efficient			
13. Fault finding			
14. Helpful			
15. Normal			
16. Reasonable			
17. Reckless			
18. Responsible			
19. Sarcastic			
20. Sincere			
21. Stubborn			
22. Friendly			

Which additional words describing you or how you would like to *be* would you add to the above list? List them below.

SELF-APPRAISAL FOR THE JOB AHEAD—AN APPRAISAL OF MY ABILITIES

Listed below are several areas of ability. Consider each ability individually and check the degree you believe you possess.

Ability	Degree of Ability		
	Weak	Average	Strong
1. Physical			
a. Strength			
b. Coordination			
2. Manual (hand and finger dexterity)			
3. Mechanical			
4. Clerical (speed and accuracy with detail, numbers, names, etc.)			
5. Executive (leadership)			
6. Social (ability to get along with others)			
7. Musical			
8. Artistic			
9. Mental			
a. Verbal-meaning (ability to understand ideas expressed in words)			
b. Spatial (ability to think about objects in two or three dimensions)			
c. Reasoning (ability to solve problems logically)			
d. Numerical (ability to work with numbers rapidly and accurately)			
e. Word-fluency (ability to write and talk easily)			
f. Memory (ability to recall past experiences)			

QUESTIONS FOR DISCUSSION:

1. Which do you see as your strongest areas? Your weakest?
2. How might this affect your choice of a vocation?
3. How closely do others agree with your appraisal of yourself? Where are others' appraisals of you most different from yours? Do you understand why?
4. Which abilities haven't you attempted to use?
5. Which abilities do you think are necessary for a vocation that interests you?
6. Would you like to try to improve in any of these abilities? If so write a Career Development Contract and ask the class or someone in the class to support your efforts.

Self-Profile Memorandum

Directions: Write an interoffice memo to your teacher (in correct memo form). The subject of your memo should be called "Profile of (fill in your name)." Try to limit your memo to one page; a sample memo is attached for your reference.

The memo is to include information about yourself which will help your teacher to become better acquainted with you and your career plans. To help you in knowing what information you might include, the following outline is given as a suggestion. Also, see the Sample Profile.

I. Family and personal data
  A. Number of children in family and your place (youngest, oldest, etc.)
  B. Occupations of family members
  C. Description of yourself
    1. Physical characteristics
    2. Personality
    3. Your school and/or extracurricular activities, hobbies, likes and dislikes
    4. Special talents
II. Your educational history
  A. Overall grade average
  B. Attitude toward school
  C. Strengths and weaknesses (especially as they relate to your business skills; that is, typing, shorthand, transcription, office machines, filing, etc.)
III. Career plans
  A. Where you work or have worked part time (if this applies)
    1. Description of your duties
    2. Size of office
    3. Length of employment
    4. Reason for leaving
    5. What you liked best about your job
  B. What are your plans after graduation from high school?
  C. What is your career goal (as you see it now)?
  D. Why did you choose this goal?

NOTE: Some examples of career goals might be:

Clerk-typist
Stenographer
Receptionist
Secretary
File clerk
Telephone operator
Billing and payroll clerk
Medical secretary
Legal secretary
General office clerk
Typist
Office machines operator

SAMPLE PROFILE:

INTEROFFICE MEMORANDUM

To: Mrs. Doris Goad
From: Susie Secretary
Subject: Profile of Susie Secretary
Date: November 1, 19--

I am 17 years old, and I come from a middle income family. My father is an electrician and my mother is a housewife who worked at one time as a file clerk. I am the middle child in a family of three girls. My older sister is a bookkeeper and attended community college for one year.

I have maintained a high C average through my junior year in high school. I feel that I am quite conscientious about my school work and sometimes I get overly upset when I do not do well. I can type 38 words per minute and can take shorthand at 80 words per minute. I can spell very well, but I do have trouble with some of the punctuation rules in transcribing my shorthand notes.

My hobbies are swimming, dancing, and skating. I am active in the Helping Hands Club at school and in my church youth fellowship. I worked last year as a teacher's aide to Mr. Mann; typing and keeping records for him.

I am working part time this year at Farm Bureau Insurance Company. My job title is file clerk, and I spend most of my day filing insurance claims. Occasionally, I type envelopes for one of the salesmen. I like my job, but my career goal is to become a secretary so that I can use my shorthand, meet people on the job, and do a variety of things besides filing. I would like to work for the First National Bank.

Lifestyle Essay

Using Bill's "Who Am I—Where Am I Going?" paper as a model, have students write their own Lifestyle Essay (vocational autobiography). Instruct them to include statements about values, interests, abilities, personal characteristics, preferred lifestyle. fields being considered, work settings they think they prefer, probabilities of success, risks, and present "hierarchy of values." If it is easier for them, they might use "third person", e.g., "The Story of George."

"Who Am I—Where Am I Going?"

I don't know. I say that lots, but only because I don't really know. If I did, I wouldn't write this. Maybe if I really did know, I wouldn't have to write anything, ever.

Maybe what I should do is to take two years off right after graduation and go into the service. Maybe I need that. Maybe I should spend a year "just getting the feel of things," just getting the thing out of my system: high school, value conflict, personal conflicts, people, the whole mess.

But on the other hand, I might be better off going straight through while I've still got some momentum. The thing is, I don't know what I want to do. I feel certain things about my abilities, and certain other things about my shortcomings, but I've got to do something now if anything can be done. I'm waiting in the anteroom, and anterooms are boring. I'd like to be inside there, finding out things—I don't feel much like excelling any more, except out of habit. I've got no where to go right now, so I go nowhere.

I think I like being respected, and looked up to, and sought out by people to help them. I like to explain what I know about special, individual problems. I don't like to teach, except where I feel very knowledgeable and competent. I like competing, and I'd like to feel that the field I get into isn't so cut and dried, or so divided into little vassal states, each with its own top man, that I have to wait until somebody dies before I can make a name for myself. I want a chance at top spots: If I can't be *The Best*, I'd like to be one of the best. I'd like to feel that I could contribute something unique, or that I'm needed.

I like variety. I like a change of scenery, a change of pace, a change of schedule. Settled routines unsettle me. The thought of doing a job that calls for 9 to 5 for like the next 30 years is not exactly my favorite contemplation.

I know I'd like to earn "extra" money: investments other than insurance, provide a certain "style" of living. Money is not a top concern, but if there were a choice between two things I really enjoyed doing, money would, perhaps, make the choice a little more clear-cut.

Lastly, I'd like to have a little leisure time. Now if I had a job where I travelled a lot, made money, had challenge and variety, had to write and be creative, use mathematics, perhaps a job with built-in leisure, then, maybe, I wouldn't need the time. But a job with possibilities for whole weekends off, a month's vacation every year or two, some holidays, like that, would be worth, perhaps, not having all the other things built in. With leisure time, I could build the left-out things in myself.

On the other hand, what have I to give? Well, I have the record of a "good learner." I've worked hard to learn, and I've been able to produce in those critical "exam" type situations.

College may change that. I hear ominous rumblings about kids "cracking up," scholars losing their minds, talent melting away, bright kids boozing off their futures. Maybe I'll be a casualty. I think not.

So, I think I'm intelligent. What else, specifically? I like math (especially with practical applications) and have a fair competence there, I like to write, at least creatively, and I think I've a fair expository competence. I like science, at least the idea of it, and have done very well in it up to this point. I have, basically, a scientific attitude. I have, also, a certain amount of faith in science, which may not be well-founded. I also, supposing that tests and classroom performance mean anything, have a knack for social science: history and sociology and that sort of thing. In fact, supposedly, this is my forte. But I don't know—I'd have to go into a pretty good part of the "Social Sciences" to make $20,000 a year, huh?

Other fields I've considered are surgery, semantics, oceanography, and anthropology. What I hope to accomplish are (1) peace of mind for myself; (2) education of people by exposure to myself (erase some prejudices); (3) achieve professional goals and status; and (4) a life not locked up by any more convention than necessary or useful to meet my goals.

Personality wise, I'm merely capable of anything. I can force myself to be patient, constrain my natural reactions to be polite, and tactful, and suspend my critical attitude to be accepting. But normally, I'm raucous, sarcastic, critical, (as well as self-critical), curious, defensive, and stubborn. I am also possessed of an unsettled mind, which leaves me with one basic, underlying attitude: anything I believe is right, I also believe could be just as wrong as a thing could be. My own "uncertainty principle" and primary defense mechanism. That's as far as I've gotten, I think.

How Well Do You Know Yourself?

Answer *Yes*, *No*, or *Not sure* to each question.

A. Your Work Habits

1. Do you listen to directions carefully so that you don't have to ask again?
2. Do you plan ahead and keep a job moving concurrently with other work?
3. Do you do the job in the best or the most suitable way, such as studying your problem and then arranging the procedure logically?
4. Do you do your best whether or not you enjoy what you do?
5. Do you usually do things right the first time?
6. Do you stick to a job until it is done?
7. Do you get your assignments done well, no matter what event comes along?
8. Do you study your lessons as well for Monday as for other days?
9. Do you have necessary supplies each day for class?
10. Do you keep your materials and equipment neat and in order?
11. Are you proud of the neatness of your work?
12. Are you both accurate and rapid in your work?
13. Do you proofread your work well?
14. When confronted with a question, do you try to find an answer?
15. Are you honest when you have a test?
16. When asked your honest opinion, are you sincere?
17. Are you prompt to meet obligations?
18. Are you the type of person who can be relied upon?
19. Do you hand in your assignments at the time they are due?
20. Can you finish a job without being reminded several times?
21. Do you actually work on your studies when you are given the time for them?
22. Do you get to classes on time?
23. Are you punctual for appointments?
24. Are you punctual even when the going gets tough?

B. Your Personality

1. Do you develop an interest in related areas of activity rather than only one?
2. Are you sincere in your speech and actions?
3. Do you have confidence in yourself to handle a job or a situation well?
4. Do you greet people with a smile?
5. Do you have a good sense of humor?
6. Is your voice pleasant in tone?
7. Do you speak clearly and distinctly?
8. Do you practice good manners?

C. Your Poise

1. Do you easily adapt yourself to new situations?
2. Do you think before you speak?
3. Do you dress appropriately for school?
4. Are you well-groomed?
5. Do you feel at ease in talking with others?
6. Do you avoid emotional outbursts and displays of temper?
7. Can you enter a discussion without arguing?

D. Your Tolerance

1. Are you cautious not to say things which may offend others?
2. Do you consider the feelings of others in your everyday activities, such as riding the bus, walking the sidewalks, or sitting in class?
3. Are you open-minded even when you believe you are right?
4. Do you respect the ideals and feelings of others?
5. When you come into contact with someone you don't particularly like, are you courteous and tactful?

E. Your Health

1. Are you in good physical health?
2. Are you in good emotional health?

F. Your Desire to Improve

1. Can you accept constructive criticism without resentment?
2. Are you able to give constructive criticism without offending?
3. Do you show genuine appreciation when someone helps you?
4. Are you grateful for the wonderful opportunity of learning?
5. Do you have a definite goal that you are striving toward?
6. Do you really try to make the most of your talents, training, and experience?

G. You, Your Classmates, and Others

1. Do you show enthusiasm in your associations with others?
2. Are you pleasant and cooperative?

3. Do you try to help someone else if you can?
4. Do you treat your classmates with courtesy and respect?
5. Are you courteous and respectful to your teacher?
6. Do you get along with all types of people?
7. Are you a person who cultivates friendships?
8. Are you loyal to your friends?
9. Are you loyal to your school?
10. Do you keep confidences?
11. Are you courteous and respectful to your parents?

Scoring
Yes—2 points
Not sure—1 point
No—0 points

If your score is
120-128—What's your secret?
108-119—You're doing well.
97-107—Are you willing to be just average?
Below 96—You'd better do something to improve!

"A Person Is What He Does for a Living"

To make the students more aware of where they stand on the question of the centrality of work in life, set up a debate on the following resolution: Resolved: "A person is what he does for a living."

A negative and affirmative side should be chosen for the debate before the resolution is assigned. If all the students are not included in the debate, have them record what they feel are valid points made by each side. At the end of the debate, have them review the points made by both the affirmative and the negative and thereby select the winner.

Self-Awareness in Career Planning

GOAL: **Self-Awareness**
ACTIVITY: "Career Planning"
PURPOSE: To help students do a self-appraisal of interests and abilities, and relate such an assessment to motivation, training opportunities, and occupational areas.
SETTING: 11th or 12th grade students can do this activity in a classroom or individual setting.
PREPARATION: Some definite commitment to career planning will need to be established before students will participate meaningfully in this activity.
FOLLOW-UP: Some students may wish to take some standardized tests and inventories to aid in confirming their self-appraisals.

Career Planning

Planning for the future is hard work, but also very important. Planning can help us be more in control of our lives. This activity is designed to take you through the planning process in the most efficient way possible.

Step I—Defining Your Interests

Below are listed 10 statements relating to kinds of work situations. Choose the three that you would prefer to spend most of your work day doing.

A. ____ Work situations involving activities dealing with things and objects.
B. ____ Work situations involving business contact with people.
C. ____ Work situations involving activities which are routine, practical, and well organized.
D. ____ Work situations involving working for people for their benefit, as in the social welfare sense, or for dealing with people in social situations.
E. ____ Work situations involving activities resulting in your receiving prestige or the esteem of others.
F. ____ Work situations involving activities concerning people and communication of ideas.
G. ____ Work situations involving activities where scientific and technical knowledge and techniques are used.
H. ____ Work situations involving activities of an abstract and creative nature.
I. ____ Work situations involving activities that are carried on in relation to processes, machines, and techniques.
J. ____ Work situations involving activities resulting in a feeling of having accomplished something productive.

Step II—Defining Your Abilities

Below are listed several kinds of abilities which are needed in performing different kinds of jobs. Each ability is followed by three statements. Choose the one that most applies to you.

WORDS

Ability to understand meanings of words and ideas associated with them, and to use them effectively. To present information or ideas clearly.

A. ____ I believe I have a great deal of this ability.
B. ____ I believe I have a moderate amount of this ability.
C. ____ I believe my strong abilities lie in other areas.

NUMBERS

Ability to do arithmetic problems quickly and accurately.

A. ____ I believe I have a great deal of this ability.
B. ____ I believe I have a moderate amount of this ability.
C. ____ I believe my strong abilities lie in other areas.

FIGURES

Ability to understand relationships between plane and solid objects. Frequently described as the ability to think visually of geometric forms.

A. ____ I believe I have a great deal of this ability.
B. ____ I believe I have a moderate amount of this ability.
C. ____ I believe my strong abilities lie in other areas.

FORM PERCEPTION

Ability to see important detail in objects, pictures or graphs. See slight differences in shapes of figures and widths and lengths of lines.

A. ____ I believe I have a great deal of this ability.
B. ____ I believe I have a moderate amount of this ability.
C. ____ I believe my strong abilities lie in other areas.

CLERICAL PERCEPTION

Ability to perceive important detail in written material. To observe differences in copy, and to proofread words and numbers.

A. ____ I believe I have a great deal of this ability.
B. ____ I believe I have a moderate amount of this ability.
C. ____ I believe my strong abilities lie in other areas.

EYE-HAND COORDINATION

Ability to coordinate eyes and hands or fingers rapidly and accurately. Able to make precise hand or finger movements with speed. Ability to make a movement response accurately and quickly.

A. ____ I believe I have a great deal of this ability.
B. ____ I believe I have a moderate amount of this ability.
C. ____ I believe my strong abilities lie in other areas.

FINGER DEXTERITY

Ability to move the fingers and manipulate small objects with the fingers rapidly or accurately.

A. ____ I believe I have a great deal of this ability.
B. ____ I believe I have a moderate amount of this ability.
C. ____ I believe my strong abilities lie in other areas.

MANUAL DEXTERITY

Ability to move the hands easily and skillfully. To work with the hands in placing and turning motions.

A. ____ I believe I have a great deal of this ability.
B. ____ I believe I have a moderate amount of this ability.
C. ____ I believe my strong abilities lie in other areas.

Step III—Motivation

Motivation may be defined as how much of a sacrifice a person is willing to make or how hard he or she is willing to work to reach a goal. Below is a list of statements indicating the length of time a person is willing to spend in school or a training program before he or she gets a job in a desired occupation. Choose the statement below that indicates the amount of time *you* are willing to spend training for a job.

A. ____ 7-8 years—College + 3-4 years of professional school.
B. ____ 5-6 years—College + 1-2 years of professional school.
C. ____ 4 years—College or an apprenticeship.
D. ____ 2 years—Junior college or vocational school.
E. ____ 1 year—Vocational school or on-the-job training.
F. ____ Less than 1 year—I am interested in getting a job as soon after graduation as possible.

Self-Awareness Activities

Personal Coat of Arms

Goal: To make aware of and improve a student's positive self-concept.

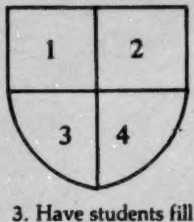
Objective: Students will achieve a greater self-concept by identifying important elements of their lives.

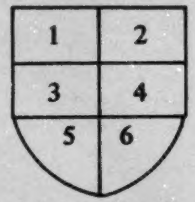
Possible setting: Any group.

Materials needed: Large sheets of paper with shield outline, crayons or markers. Optional: magazines for cutting, scissors, and paste.

Directions:

1. The teacher will choose four to six items from the list of Coat of Arms Categories to be drawn in on the shield.
2. Distribute large sheets of paper containing a drawing of the shield, with numbered sections on them.





3. Have students fill in the areas of their shield outline. They should not be concerned about artistic appearance, but rather concentrate on giving a clear picture of themselves.
4. Post shields around room or display on the floor. Allow students a few minutes to browse, looking at other students' shields.
5. Have an open discussion concerning what students learned about other group members from their shields.

(**Caution:** This activity has been used a lot. Therefore, it may be more beneficial if placed other than at beginning of student-advisor meeting.)

Options—Recommendations:

1. A possible beginning activity. This can be a most useful tool for getting to know group members.
2. Useful as a pre/post activity for comparing where the student is at the beginning and where student is at year's end. Introduce the activity as one to be done later also.
3. A very adaptable activity which can be altered to fit any purpose of the advisor.
4. A student could be given the list of categories and then be directed to choose six items to use in filling in the shield. This would permit a large variety of responses and truly original shields.
5. A change in shape of the Coat of Arms Shield could be most refreshing, especially if the activity has been previously completed by the group.

Coat of Arms Categories

a. Draw your most valuable possession.
b. Draw the place where you are most comfortable.
c. Draw three things you like to do most.
d. Draw two things you do well.
e. Draw three words you would like said about you.
f. Draw three people you would like to work with.
g. Draw what you expect your grades to be at the end of this quarter.
h. Draw what you would like your grades to be at the end of this quarter.
i. Draw your greatest success so far.
j. Draw three people who mean a lot to you.
k. Draw what you would like to be doing in 5 years.
l. Draw your best friend.
m. Draw your favorite season.
n. Draw your favorite year.
o. Draw a job you could have now.
p. Draw a job you would like in the future.
q. Draw what you would most like to have in 10 years.
r. Draw where you would most like to go.
s. Draw your three favorite foods.
t. Draw what you most like to watch.
u. Draw what you most like to listen to.
v. Others.

Values Auction

Goal: To make aware of and improve a student's positive self-concept

Objectives: 1. To define personal values. 2. To understand personal choices. 3. To express reasons for choices.

Possible setting: 1. Good for any group. 2. Be sure to check if this activity has been previously done, since it is a popular one.

Materials needed: Play money. Stated values on board or overhead. Student money tally. Discussion guide.

Directions:

The auction is conducted in the manner of a regular auction, with the exception that students will be buying items which are not usually for sale. Each student should receive a tally sheet. As they buy values, students should record the amount spent and purchases made. Give students time to look over the values to be auctioned before the bidding begins.

Choose the items to be auctioned one at a time. You will not sell all the items but that won't make any difference. Avoid telling students when you are selling the final item. When you think it has gone on long enough, stop and bring the experience together with a discussion.

Options:

1. Change values list to all personality traits (i.e., beauty, patience, wealth, honesty, bored, unfriendly, happy-go-lucky, etc.)
2. Following the discussion, it might be fun to exchange ideas on: What if a person really could buy these things?
3. Have a student be the auctioneer. The advisor becomes a buyer. Then, assuming age may be one factor for different values, compare choices made.

VALUES TO BE AUCTIONED

1. To have a puppy
2. To get away from home
3. To join the Peace Corp
4. To go to college
5. To stay at home
6. To have a famous father
7. To be a quiet person
8. To have cool-looking clothes
9. To quit school
10. To be appreciated
11. To have my mother love me
12. To be left alone—not bugged
13. To tell great jokes
14. To make lots of money
15. To be a happy person
16. To get married
17. To work with children
18. To be a teacher
19. To love everybody
20. To be a great baseball player
21. To be in a big family
22. To be in a small family
23. To travel all over the world
24. To be a rebel
25. To have long hair
26. To never get married
27. To have my parents understand me
28. To never have to worry
29. To have all the candy I want
30. To be intelligent
31. To be a movie star
32. To have my back scratched
33. To have lots of friends
34. To be a carpenter
35. To go fishing every day
36. To be out on my own
37. To be taken care of
38. To never have arithmetic
39. To not have a sister
40. To be an air force pilot
41. To be healthy
42. To have a pony
43. To be beautiful or handsome
44. To own a snowmobile

MONEY TALLY SHEET

$500.00 Balance
Name ____________________________

Value purchased:	Amount spent:

DISCUSSION GUIDE

1. How many of you bought things that you wish you hadn't bought, or for which you think you spent too much money?
2. How many of you bought something that you are really glad you bought? Would you buy it again? Do you think it is a good buy?
3. Did any of you think that the way you bid at the auction had anything to do with what you bought? Did any of you get carried away in the bidding?
4. Do any of you have some reasons for buying the things you did? Why did you want that item?
5. Was there something on the list that you wanted but it wasn't auctioned off? What was it?
6. Is there any item that you would have given all your money to have?
7. What does what you bought say about you? (This is a question that you might leave with them.)

Your Personality

Goal: To make aware of and improve student's positive self-concept.

Objective: Students will become aware of personal strengths and weaknesses.

Possible setting: Recommended for a group or individual activity.

Materials needed: Copy of Check Sheet below for each student and pencils.

Directions:

Have students complete check list on their own without discussion with you or other students.

Options:

1. Use as basis for "Personal Development Contract."
2. Use as a "How Do Others See Me?" exercise. Divide group in partners (try to get acquaintances together, but avoid "best friend pairs" or "total stranger pairs"). Have each student complete check sheet for his/her partner without discussion. Allow time for partners to compare observations of each other.

CHECK SHEET

MANNERS:

1. Concern for others
2. Respectful of others

PERSONAL TRAITS:

3. Cooperative
4. Honest
5. Punctual
6. Sincere
7. Patient
8. Loyal
9. Cheerful
10. Dependable
11. Outgoing
12. Friendly
13. Fair
14. Unselfish
15. Sense of humor
16. Get along well with adults
17. Get along well with peers
18. Gossip
19. Considerate
20. Talk about self a lot
21. Dress neatly
22. Well groomed
23. Good reputation
24. Confident

WHAT I DO WELL:

25. Memorize
26. Work with my hands
27. Handle money
28. Work out problems logically
29. Get along well with different kinds of people
30. Influence others
31. Solve number problems
32. Organize
33. Write creatively
34. Draw, paint
35. Contribute in team games
36. Take care of myself (eat and sleep right, exercise, etc.)
37. Play musical instrument or sing
38. Listen
39. Work neatly
40. Think of new ideas
41. Get involved in sports
42. Help friends with problems
43. Fix things
44. Follow directions
45. Help others understand ideas

Self-Appraisal—My Personality

Using the symbols listed below, determine the degree of each quality that you now possess, would like to possess, and that someone else thinks you possess.

1. never or need improvement
2. seldom or fair
3. often or good
4. always or excellent

In the first column, write the number that best describes how you now see yourself. In the second column, write the number that best describes your "ideal self," the degree to which you would like to possess each quality. In the third column, have someone who knows you well describe the degree to which he sees you as possessing each quality.

	As I am now	As I would like to be	As others see me
APPEARANCE (Showing self-pride)			
1. Health			
2. Posture			
3. Grooming			
4. Facial expressions			
MANNERS			
1. Concern for others			
2. Observance of etiquette			
3. Compliments others			
EXPRESSIONS, COMMUNICATION			
1. Voice quality			
2. Correctness of English usage			
3. Pronunciation			
4. Shows feeling or intentions			
5. Openness			
PERSONAL TRAITS			
1. Ambitious			
2. Annoying			
3. Calm			
4. Competent			
5. Confident			
6. Considerate			
7. Dependable			
8. Efficient			
9. Faultfinding			
10. Helpful			

Self-Evaluation: Your Values, Interests, and Abilities

To do intelligent career planning you need (a) information about yourself; (b) information about the alternatives open to you; and (c) the ability to think clearly about them.

What information about yourself do you need to consider? There are three basic areas:

Your VALUES
Your INTERESTS Your ABILITIES

Your values. What are the things that are important to you? What would you like to be doing ten years from now? It often has been suggested that choosing a vocation is choosing a way of life, a style of life. The kind of job determines the kind of life, the neighborhood you live in, the friends you have, your attitudes toward taxes, politics, friends, and clothes. You need to project yourself into the dim future and imagine the roles you would like to play.

Your interests. What would you most like to do? What kinds of activities give you satisfaction? What kind of working situations do you like? Do you like to dominate others? Work alone? In groups? Be told what to do? Work with things? Be a leader? An organizer? Most of you probably have taken an interest inventory which suggests large interest areas to you. How do these measures of your interests compare with your expressed interests?

Your abilities. What *can* you do? What can you do best? This may take an extended period of tryout experiences, soul-searching, reflection, testing of alternatives —in courses, in jobs, in training—and possibly a painful shifting or re-evaluation of vocational goals.

One person has suggested that you ask yourself: "Can I?" (Do I have the ability?) and then, "Will I?" Interests are one aspect of the motivation of an individual, and interests reflect the degree to which you will seek a given career and be satisfied with your work.

Self-evaluation, or learning about and understanding oneself, is an essential step in realistic and successful educational and occupational planning. Self-evaluation consists of a thorough and realistic appraisal of one's interests, aptitudes, abilities, achievements, personality, values, attitudes, goals, and health. It serves as an aid in working toward later development and improvement of the various personal requirements necessary for success in the world of today. It also aids one in understanding how to make decisions and solve problems and in getting along with others, a requirement necessary for success in almost any field.

The following outline is meant to be a guide to help you more fully understand yourself.

KNOWING YOURSELF . . .

- A. Understanding individual differences
  - 1. What is meant by individual differences?
    - a. In members of a family
    - b. Among your friends
    - c. In large groups of people
    - d. These examples point to the fact that all people differ.
  - 2. Ways in which people differ from one another.
    - a. Physically, including appearance
    - b. In abilities, aptitudes, interests
    - c. Emotionally, personality, temperament
  - 3. Factors that lead to individual differences.
    - a. The individual's heredity
      - (1) We are born with certain physical and mental characteristics.
      - (2) Physical handicaps often stem from hereditary causes.
    - b. The individual's environment
      - (1) Cultural influences of religion, national origin, and customs
      - (2) Economic influences
        - (a) Father's occupation and salary
        - (b) Place of residence
      - (3) Home and family influences
        - (a) Size of family
        - (b) Home attitudes
        - (c) Family relationships
- B. Knowing your interests
  - 1. What are interests?
    - a. Measured interests
    - b. Imaginary interests
    - c. Real interests
    - d. Interests differ from abilities.
  - 2. How do we find out what our interests are?
    - a. Look at things we like to do.
    - b. Hobbies and activities
    - c. School experiences
    - d. Using interest measuring device such as Kuder
  - 3. What is the place of interests in occupational/educational planning?
    - a. Interest supplies motivation to succeed.
    - b. We often do a better job if we are interested in our work.
    - c. Past interests as well as present ones are a good key to future interests.
    - d. Certain interests are identified with success in certain occupations.
  - 4. Interests change and we can do some things to develop them.
    - a. Interests often do change.
      - (1) Childhood interests are associated with glamour and halo effect.
      - (2) As we are exposed to a greater variety of occupations, and experiences, we may discover or develop more interests.
    - b. Interests can be developed by—
      - (1) Participation in school activities.
      - (2) Travel.
      - (3) Beginning new hobbies.
      - (4) Trying new and different things.
      - (5) Reading.
      - (6) Investigating interests of others.
- C. Knowing your abilities
  - 1. What are abilities or aptitudes?
    - a. Aptitude is defined as ability to learn in a particular area.
    - b. Differential Aptitude Test measures several important aptitudes, i.e., verbal reasoning, numerical ability, abstract reasoning, mechanical reasoning, etc.
    - c. There are other important aptitudes, e.g., physical, social, etc.
  - 2. Identifying individual abilities by means of an aptitude test.
    - a. Use of the DAT
    - b. Relationship of DAT results to educational/occupational plans
    - c. What do DAT results mean?
  - 3. Relating our abilities to—
    - a. School achievement.
    - b. Individual differences.
    - c. Interests.
    - d. Educational and occupational choices.
  - 4. Bringing out latent abilities
    - a. Ability not used before
    - b. Do abilities change or remain constant?
  - 5. How to improve abilities
    - a. Study, effort, desire
    - b. Practice and determination
    - c. Learn correct methods or procedures.
- D. Your personality
  - 1. Personality is all that a person has been, is, and hopes to be.
    - a. Refers to the total person and all his reactions
    - b. Influenced by parents, environment, and peers
  - 2. Importance of understanding your personality
    - a. Reasons for behaving particular ways
    - b. We can change responses if we understand why we act as we do.
    - c. Individual personality appraisal
  - 3. Relating your personality to the world of work
    - a. The value of having goals
      - (1) Emotional maturity
      - (2) Loyalties
      - (3) Giving as well as receiving
    - b. Occupational happiness and satisfaction
      - (1) Most of the people who lose jobs lose them because of personality factors.
      - (2) We can learn ways to get along with other people.
  - 4. Personality development and improvement
    - a. Read and apply what you learn.
    - b. Work to improve your personality.
    - c. Consult teachers and your counselor.
    - d. Try to improve a few areas at a time.
- E. Individual values, attitudes, and goals and how they relate to the future.
  - 1. What is meant by these terms?
    - a. A value is a way we have of relating things in the order of their importance to us, because we need or can use them.
    - b. An attitude is a feeling about someone or something that grows out of one's values.
    - c. A goal is something you want or are trying to reach. Values and attitudes often determine goals.
  - 2. Some commonly held goals
    - a. A good education
    - b. Marriage and family life

c. Occupational success
d. Financial success
e. Social prestige
f. Happiness
g. Service to society
3. Factors influencing values, attitudes, and goals
a. Inherit many values and goals from parents
b. Pressures brought by family, friends, teachers, and society

Test Item on Self-Confidence and Success

Directions to teachers: This scale may be used as a screening device to identify students who need help in developing positive self-concepts. Only 15 minutes are usually required to administer the scale, but there are no time limits. Make sure your students understand the instructions. Before distributing the scale, discuss with your students the value of finding out how boys and girls really feel about themselves in order to help them understand the need for a completely honest response. Tell them to answer the items "as you really feel you are, not as you think you ought to be." Emphasize that the scale is not a test and the results will be confidential.

Instructions to students: Here are a set of statements to help you find out how you feel about yourself. Some of them are true of you, some are not. Put a T (true) or F (false) before each statement. Answer every question even if some are hard to decide. There are no right or wrong answers. Mark the way you really feel "inside" about yourself.

1. My classmates make fun of me.
2. I am a happy person.
3. It is hard for me to make friends.
4. I am often sad.
5. I am smart.
6. I am shy.
7. I get nervous.
8. My looks bother me.
9. When I grow up, I will be an important person.
10. I get worried when we have tests in school.
11. I am unpopular.
12. I am well behaved in school.
13. It is usually my fault when something goes wrong.
14. I cause trouble to my family.
15. I am strong.
16. I have a good idea.
17. I am an important person.
18. I usually want my own way.
19. I am good at making things with my hands.
20. I give up easily.
21. I am good in my school work.
22. I do many bad things.
23. I can draw well.
24. I am good in music.
25. I behave badly at home.
26. I am slow in finishing my school work.
27. I am an important member of my class.
28. I am nervous.
29. I have pretty eyes.
30. I can give a good report in front of the class.
31. In school I am a dreamer.
32. I pick on my brother(s) and sister(s).
33. My friends like my ideas.
34. I often get into trouble.
35. I am obedient at home.
36. I am lucky.
37. I worry a lot.
38. My parents expect too much of me.
39. I like being the way I am.
40. I feel left out of things.
41. I have nice hair.
42. I often volunteer in school.
43. I wish I were different.
44. I sleep well at night.
45. I hate school.
46. I am among the last to be chosen for games.
47. I am sick a lot.
48. I am often mean to other people.
49. My classmates in school think I have good ideas.
50. I am unhappy.
51. I have many friends.
52. I have a cheerful attitude.
53. I am dumb about most things.
54. I am good looking.
55. I have lots of pep.
56. I get into a lot of fights.
57. I am popular with boys.
58. People pick on me.
59. My family is disappointed in me.
60. I have a pleasant face.
61. When I try to make something, everything seems to go wrong.
62. I am picked on at home.
63. I am a leader in games and sports.
64. I am clumsy.
65. In games and sports, I watch instead of play.
66. I forget what I learn.
67. I am easy to get along with.
68. I lose my temper easily.
69. I am popular with girls/boys.
70. I am a good reader.
71. I would rather work alone than with a group.
72. I like my brother (sister).
73. I have a good figure.
74. I am often afraid.
75. I am always dropping or breaking things.
76. I can be trusted.
77. I am different from other people.
78. I think bad thoughts.
79. I cry easily.
80. I am a good person.

When you have marked all 80 statements, your teacher will help you interpret your responses.

What Is Self-Confidence?

Instructions to students: Personal actions often show feelings of confidence or feelings of inadequacy. When you're sure of yourself, you are friendlier and more outgoing. When you feel inadequate, you "shrink" from the limelight.

Read the statements below. To the left of the number, write "C" if the statement demonstrates a feeling of confidence. Write "I" if the statement demonstrates feelings of inadequacy.

1. Starting a conversation with a stranger is easy
2. Rarely feel nervous
3. Doesn't like for others to disagree; finds it discouraging
4. Go out of the way to avoid meeting someone
5. Can usually solve problems without much help
6. Experiences feelings of inferiority often

7. Feelings are not easily hurt
8. Doesn't mind making an important speech in public
9. Gets stage fright easily
10. Doesn't like to be teased or made fun of
11. Allows others to take advantage of him/her
12. Being around important people makes him/her nervous
13. Is very seldom miserable
14. Feels he/she has little to offer
15. Is shy at parties and stays on the sidelines

Importance of Personal Hygiene and Appearance

Instructions to students: Listed below are suggestions for good personal hygiene and appearance. Place a check mark (✓) in the column that best describes to what extent you do these.

	Almost always	Usually	Not very often
I keep my body clean.			
I keep my nails trimmed and clean.			
I keep my hair neat and clean.			
I brush my teeth regularly.			
I stand and sit straight.			
I wear neat, clean clothes.			
I dress appropriately for each occasion.			
I use just the right amount of cosmetics or toiletries when I use them.			
I hold my head up and look people in the eye when having a conversation.			
I get enough rest to look fresh each day.			

Instructions to students: The following is about a girl whose personal appearance and hygiene might have given a bad impression to a personnel manager. After reading the story, answer the questions at the end.

Mary Jo had heard Sears, Roebuck was employing additional part-time help. Since she was looking for employment, she called to see when the personnel office was open and made an appointment for Friday afternoon after school.

It was raining on Friday when school closed so Mary Jo decided not to go home and change clothes. The blue jeans and tee shirt she had worn to school weren't all that bad and her sneakers were fairly new and not too soiled. As she left school she dashed by the restroom, gave her hair "a swift lick and a promise," splashed on some cologne, and rushed off to her appointment.

Mrs. Hicks, the personnel manager, greeted Mary Jo with a firm handshake and a smile. Mrs. Hicks explained how to fill out the application form and left Mary Jo to complete this step.

After Mary Jo had filled out the application, Mrs. Hicks asked her to move into her office where she asked many questions. Mrs. Hicks was most impressed with Mary Jo's poise —she answered her questions with ease, looking her in the eye and sitting comfortably but straight in the chair. Mrs. Hicks couldn't help but wonder why a girl with such promise had come to the interview so improperly dressed.

After the interview was completed, Mrs. Hicks asked Mary Jo to come back Saturday and take the personality test.

Saturday morning, Mary Jo bathed, shampooed her hair, and dressed carefully in a clean skirt and blouse, hose, and low-heeled shoes. As she walked into Mrs. Hicks' office she looked very much like a person Sears might employ.

1. Do you think Mary Jo should have gone home on Friday to change clothes even if it might have made her late? Explain your answer.
2. Why do you think Mrs. Hicks really asked Mary Jo to return on Saturday?
3. What two things might Mary Jo have done on Friday to improve her appearance and hygiene?

Instructions to students: Demonstrate a knowledge of personal hygiene and appearance through the development of a presentation—bulletin board, poster, skit, role playing, etc. You will be evaluated on the following key points:

1. Did the presentation focus on the importance of personal hygiene and appearance?
2. Did the presentation clearly show how personal hygiene and appearance affect opportunities for individuals?
3. Did the student involve more than one characteristic of good personal hygiene and appearance?
4. Does the student practice the personal hygiene and appearance covered by the presentation?

Realistic and Unrealistic Work Images of Self

Instructions to students: Divide your paper into columns as shown below. List three occupations which are of special interest to you in Column A. In Column B and C note whether these choices are realistic (B) or unrealistic (C). Explain thoroughly your decision in Column D. Be sure in your explanation to include information on your interests, abilities, and attitudes toward work and how they relate to your goals.

(A)	(B)	(C)	(D)
My Work Aspirations	Realistic	Unrealistic	Why?

Instructions to students: In the items below you will find a statement about your educational plans. To the left of the letter, place a check mark (✓) by the *best* response for you. There are no right or wrong answers.

1. Thinking about your abilities, interests, attitudes, and school achievement, the *ideal* (best) education plan for you would be—
   (a) To drop out of school and go to work.
   (b) To finish high school and then go to work.
   (c) To finish high school and go to a vocational or technical school.
   (d) To finish high school and go to a college or university.
2. Thinking about your abilities, interests, attitudes, and school achievement, the most *realistic* plan for you would be—
   (a) To drop out of school and go to work.
   (b) To finish high school and then go to work.
   (c) To finish high school and go to a vocational or technical school.
   (d) To finish high school and go to a college or university.
3. Does the most realistic plan for you differ from the ideal plan? __________
   (Yes or No)
   If yes, why?

Complete the following:

1. Knowing more about your abilities, interests, and attitudes, the *ideal* future occupations and clusters you should consider include:
2. Knowing more about your abilities, interests, and attitudes, the occupations and clusters you should *realistically* consider include:
3. If there is a difference between the occupations you listed as ideal for you and those listed as realistic, what are some of the reasons?

Instructions to students: Stated below are ten different situations. To the left of each item, write a "U" if you think the person is being unrealistic and an "R" if the person is being realistic in his/her goals.

1. Sally is a very bright student from a small town who would like to attend college and law school. She would like to be a lawyer, but knows of only a few female lawyers. Because Sally is from a small town, has heard of few female lawyers, but is very smart and plans to attend college, do you think her goals are realistic or unrealistic?
2. Raymond is a high school senior who plans to move to a large city, rent an apartment, and buy himself a new sports car *immediately* after graduation. Although Raymond will graduate from high school, he has no skills at all. What do you think of Raymond's goals?
3. Harold is a student with average grades who could make better grades if he tried. He has decided recently that he wants to be an engineer. Although his grades were not quite good enough for the large university he wanted to attend, he thinks that attending a smaller college where he will get more individual attention will enable him to reach his goal if he studies hard. What do you think of his goal?
4. Fanny is an excellent student who has no confidence in her abilities. Although her parents encouraged her to go to college, she has decided to attend secretarial school, get a job, and marry her boss, who she assumes will be a rich man. Do you think Fanny's goals are realistic or unrealistic?
5. Janice is a high school sophomore of average ability who wants a good paying job immediately after her high school graduation. Because she has learned that typewriter repair persons make more money than typists, she decided to enroll in the repair training program at her school. She is beginning to have doubts about her goal, however, because she is constantly being teased about being the only girl in the program. Do you think her goals are realistic?
6. Bobby is an eighth grade student who has no interest in school but would like to get out as soon as possible. Since he does not want to continue his education, his father has promised to take him into the family's small trucking business. Bobby has eagerly accepted his father's offer. He wants a job which will give him a good salary, good fringe benefits, and leave his evenings, weekends, and holidays free. He thinks that going into the family business will get all of these things right away. What do you think of his goals?
7. Carolyn is a high school senior who has won numerous awards for her sewing ability. Since she sews well and will graduate with a C average, she decided to apply for the job of manager at the local sewing plant although she has had no other job experience. Do you think Carolyn's goals are realistic or unrealistic?
8. Danny is a ninth grade student who has good mechanical skills. He wanted to enter the auto mechanics program in the tenth grade but has recently transferred to a school which does not offer this program. He has decided to drop out of school since the auto mechanics program was the only thing he felt school had to offer him. He plans to get a job at a local garage, move away from home, and buy himself all the things his parents said they couldn't afford. Do his goals represent a realistic or unrealistic work image?
9. Mary is a very unhappy student due to a financial crisis in her family. Although she had planned to become a physical therapist, she had to cut short her training. She decided to become a nurse so that she could begin earning money as soon as possible to help her family. Mary did tell her counselor, however, that she plans to continue her training as a physical therapist as soon as she was financially able to do so. What do you think of her goals?
10. Elaine is a high school senior who had to go to work immediately after high school as a sales clerk to contribute toward the family income. She planned to attend college after working for two years but did not do so. She had always pictured herself as an important person with a desk job and eagerly applied for the store manager's job in the large department store that she had worked in for two years. Do you think her work image was realistic or unrealistic?

Instructions to students: Below are some brief statements about individuals. Based on the information given, tell "why" their tentative educational or vocational decisions are good or bad (realistic or unrealistic).

1. Debra, a high school senior, has made "C's" and "D's" in four science courses. When asked about her occupational plans, she says she plans to be a doctor. Are her plans good or bad? Why?
2. August, an eighth grader, likes school and does well in his courses. He likes to babysit and does volunteer work in the church school nursery. He wants to become an elementary school teacher. Are his plans good or bad? Why?
3. Greg, a ninth grader, has scored very high in mechanical ability on many of the standardized tests. He likes working on car motors and spends summer vacations and weekends working on his father's farm. Greg has registered for his high school courses and plans to go into a business program. Are his plans good or bad? Why?
4. Barbara, a junior in high school, likes school very much and has made straight "A's." She says that after high school she plans to get a job on the assembly line at a nearby textile mill. Are her plans good or bad? Why?
5. Hank has above average ability and has made mostly "C's" in school. He is in a general education curriculum but says he does not like school and plans to drop out next month on his sixteenth birthday. Are his plans good or bad?

Test Items on Values

HOW ONE'S VALUE SYSTEM RELATES TO LIFESTYLE AND OCCUPATIONS*

Instructions to students: This scale provides a brief, simple means of appraising your values.

A. You will read 100 statements indicative of 10 defined values.
If a statement is *definitely true,* circle the 10.
If a statement is *true most of the time* (mostly true), circle the 7.
If you are *undecided* whether a statement is true or false, circle the 5.
If a statement is *false most of the time* (mostly false), circle the 3.
If a statement is *definitely false,* circle the 0.

There are no right or wrong answers.

	Definitely true	Mostly true	Undecided	Mostly false	Definitely false
1. I have a regular physical checkup by my doctor every year.	10	7	5	3	0
2. I will regularly take my children to religious services.	10	7	5	3	0
3. I enjoy attending musical concerts.	10	7	5	3	0
4. It is important to me to have many friends.	10	7	5	3	0
5. I donate to charities that I feel are worthwhile.	10	7	5	3	0
6. I envy the way movie stars are recognized wherever they go.	10	7	5	3	0
7. I would like to have enough money to retire by the time I am 50.	10	7	5	3	0
8. I would rather spend an evening at home with my family than out with friends.	10	7	5	3	0
9. I enjoy making decisions which involve other people.	10	7	5	3	0
10. If I had the talent, I would like to write songs.	10	7	5	3	0
11. I have a close relationship with either my mother or father.	10	7	5	3	0
12. I have taught a religious class or otherwise taken an active part in my religion.	10	7	5	3	0
13. I am willing to spend time helping other students who are having difficulty with their studies.	10	7	5	3	0
14. Even at the same salary, I would rather be boss than just another worker.	10	7	5	3	0
15. I have a special appreciation for beautiful things.	10	7	5	3	0
16. If I had the talent, I would like to appear regularly on television.	10	7	5	3	0
17. I would like to counsel people and help them with their problems.	10	7	5	3	0
18. I would enjoy associating with movie stars and other celebrities.	10	7	5	3	0
19. I have a regular dental checkup at least once a year.	10	7	5	3	0
20. I enjoy writing short stories.	10	7	5	3	0
21. I would rather spend a summer working to earn money than to go on a paid vacation.	10	7	5	3	0
22. I like to attend parties.	10	7	5	3	0
23. I think it would be fun to write a play for television.	10	7	5	3	0
24. I believe in a god who answers prayers.	10	7	5	3	0
25. I prefer being an officer rather than just a club member.	10	7	5	3	0
26. I would spend my last $100 for needed dental work rather than for a week's vacation in my favorite resort.	10	7	5	3	0
27. I enjoy giving presents to members of my family.	10	7	5	3	0
28. If I were a teacher, I would rather teach poetry than mathematics.	10	7	5	3	0
29. I often daydream about things I would like to have if I had the money.	10	7	5	3	0
30. I enjoy giving parties.	10	7	5	3	0
31. I am willing to write letters for old or sick people.	10	7	5	3	0
32. It would be very satisfying to act in movies or television.	10	7	5	3	0
33. When I am ill, I usually see or call a doctor.	10	7	5	3	0
34. I believe it is important to support one's own religion by giving time or money.	10	7	5	3	0
35. I enjoy taking part in the discussion at the family dinner table.	10	7	5	3	0
36. I enjoy visiting art museums.	10	7	5	3	0
37. I like to write poetry.	10	7	5	3	0
38. I like to be around other people most of the time.	10	7	5	3	0
39. When with a friend, I like to be the one who decides what we will do or where we will go.	10	7	5	3	0
40. Someday I would like to live in a large, expensive house.	10	7	5	3	0
41. I pray to God about my problems.	10	7	5	3	0
42. If I knew a family which had no food for Christmas dinner, I would try to provide it.	10	7	5	3	0
43. I like to spend holidays with my family.	10	7	5	3	0
44. I like to see my name in print (newspapers).	10	7	5	3	0
45. I would rather take a class in freehand drawing than a class in mathematics.	10	7	5	3	0
46. I do not like to spend an entire evening alone.	10	7	5	3	0
47. If the salary were the same, I would rather be a school principal than a classroom teacher.	10	7	5	3	0

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	Definitely true	Mostly true	Undecided	Mostly false	Definitely false
48. I have expensive tastes.	10	7	5	3	0
49. I can tell the difference between a really fine painting or drawing and an ordinary one.	10	7	5	3	0
50. If I had regular headaches, I would consult a doctor even if aspirin seemed to lessen the pain.	10	7	5	3	0
51. I have several close friends.	10	7	5	3	0
52. I expect to provide music lessons for my children.	10	7	5	3	0
53. It is important that grace be said before meals.	10	7	5	3	0
54. I sometimes miss sleep to visit with late company.	10	7	5	3	0
55. I usually get at least eight hours' sleep each night.	10	7	5	3	0
56. I like to design things.	10	7	5	3	0
57. I would like to be looked up to for my accomplishments.	10	7	5	3	0
58. I would feel a sense of satisfaction from nursing a sick person back to health.	10	7	5	3	0
59. I care what my parents think about the things I do.	10	7	5	3	0
60. I daydream about making a lot of money.	10	7	5	3	0
61. I like to be the chairperson at meetings.	10	7	5	3	0
62. It is thrilling to come up with an original idea and put it to use.	10	7	5	3	0
63. I believe there is a life after death.	10	7	5	3	0
64. I would welcome a person of another race as a neighbor.	10	7	5	3	0
65. If I were in the television field, I would rather be an actor than a script writer.	10	7	5	3	0
66. I enjoy decorating my room at home.	10	7	5	3	0
67. I enjoy a picnic with my family.	10	7	5	3	0
68. As an adult, I want to earn a much higher salary than the average worker.	10	7	5	3	0
69. I am careful to eat a balanced diet each day.	10	7	5	3	0
70. I often influence other students concerning the classes in which they enroll.	10	7	5	3	0
71. I would like to be written up in *Who's Who*.	10	7	5	3	0
72. I read the Bible or other religious writings regularly.	10	7	5	3	0
73. If I were in the clothing industry, I would enjoy creating new styles.	10	7	5	3	0
74. I look forward to an evening out with a group of friends.	10	7	5	3	0
75. When I am with a group of people, I like to be the one "in charge."	10	7	5	3	0
76. I dislike being financially dependent on others.	10	7	5	3	0
77. When a friend is in trouble, I feel I must help.	10	7	5	3	0
78. I love my parents.	10	7	5	3	0
79. I never skip meals.	10	7	5	3	0
80. I have a collection of records or tapes.	10	7	5	3	0
81. I have a particular friend with whom I discuss my personal problems.	10	7	5	3	0
82. I believe that God created man in his own image.	10	7	5	3	0
83. I enjoy buying clothes for members of my family.	10	7	5	3	0
84. I enjoy having people recognize me wherever I may be.	10	7	5	3	0
85. I like planning activities for others.	10	7	5	3	0
86. I do not smoke.	10	7	5	3	0
87. I feel good when I do things which help others.	10	7	5	3	0
88. Someday, I would like to write a novel.	10	7	5	3	0
89. I would put up with undesirable living conditions in order to work at a job that paid extremely well.	10	7	5	3	0
90. I belong to several clubs and organizations.	10	7	5	3	0
91. If I ask God for forgiveness, my sins are forgiven.	10	7	5	3	0
92. I would enjoy having my picture in the school yearbook more than it has been in the past.	10	7	5	3	0
93. I often organize group activities.	10	7	5	3	0
94. When I see a newly constructed building, I consider its beauty as much as its practical use.	10	7	5	3	0
95. I respect my mother and father.	10	7	5	3	0
96. I like to design or make things that have not been made before.	10	7	5	3	0
97. Some of the hobbies I would like to engage in are very expensive.	10	7	5	3	0
98. I enjoy classical music.	10	7	5	3	0
99. I would never use potentially harmful drugs because of what they might do to my body.	10	7	5	3	0
100. I am kind to animals.	10	7	5	3	0

SCORING YOUR VALUES APPRAISAL SCALE*

B. Instructions to students: On the next page, record the answer you circled for each of the numbered statements beside the appropriate blank. For *example:* Look back to statement number (#) 6; if you circled 7, enter 7 in the blank under FAME. When you have done this, total the numbers in each of the 10 columns and enter that number in the blank space which is labeled "Total."

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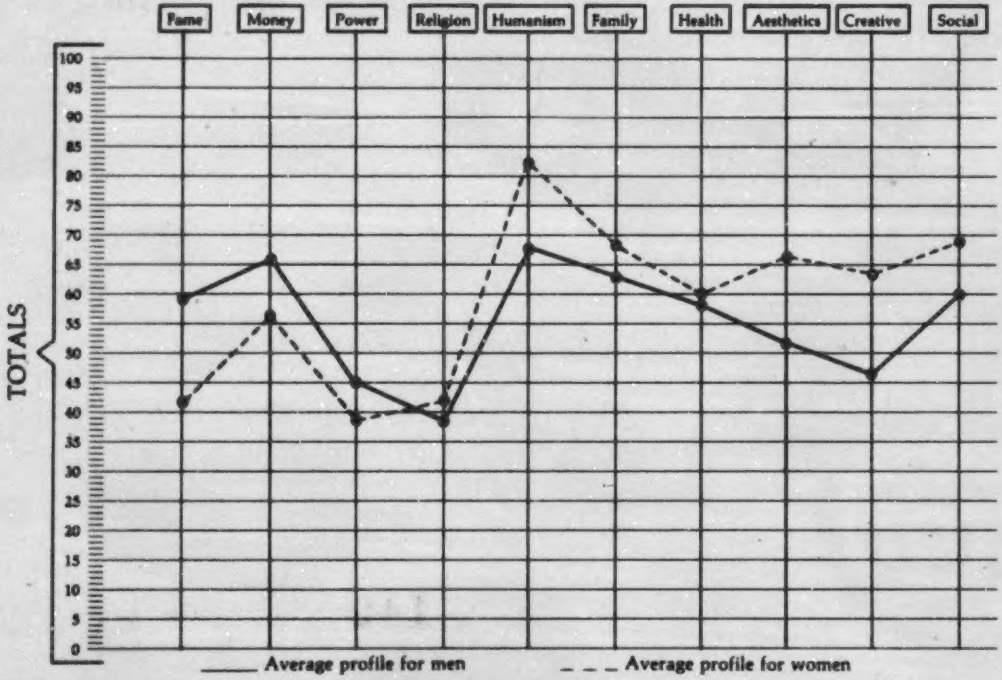
FAME (Statement #)	MONEY (Statement #)	POWER (Statement #)	RELIGION (Statement #)	HUMANISM (Statement #)
6 ____	7 ____	9 ____	2 ____	5 ____
16 ____	21 ____	14 ____	12 ____	13 ____
18 ____	29 ____	25 ____	24 ____	17 ____
32 ____	40 ____	39 ____	34 ____	31 ____
44 ____	48 ____	47 ____	41 ____	42 ____
57 ____	60 ____	61 ____	53 ____	58 ____
65 ____	68 ____	70 ____	63 ____	64 ____
71 ____	76 ____	75 ____	72 ____	77 ____
84 ____	89 ____	85 ____	82 ____	87 ____
92 ____	97 ____	93 ____	91 ____	100 ____
____ Total	____ Total	____ Total	____ Total	____ Total

FAMILY (Statement #)	HEALTH (Statement #)	AESTHETIC (Statement #)	CREATIVE (Statement #)	SOCIAL (Statement #)
8 ____	1 ____	3 ____	10 ____	4 ____
11 ____	19 ____	15 ____	20 ____	22 ____
27 ____	26 ____	28 ____	23 ____	30 ____
35 ____	33 ____	36 ____	37 ____	38 ____
43 ____	50 ____	49 ____	45 ____	46 ____
59 ____	55 ____	52 ____	56 ____	51 ____
67 ____	69 ____	66 ____	62 ____	54 ____
78 ____	79 ____	80 ____	73 ____	74 ____
83 ____	86 ____	94 ____	88 ____	81 ____
95 ____	99 ____	98 ____	96 ____	90 ____
____ Total	____ Total	____ Total	____ Total	____ Total

PROFILE OF VALUES*

C. Instructions to students: To see how your profile compares to the averages of other individuals, plot your own profile on the graph below by using your total for each value on the previous page. For example: If your total from the "Fame" column was 64, find that number in the left-hand column and mark it with a large dot (•) on the dark line that goes down the page under "Fame." Study the example below. Plot your graph for all ten values and add the connecting lines. Compare your values with those given.



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VALUE INVENTORY RATING SHEET

Instructions to students: Each item contains a group of characteristics. In each grouping you are to rate the value you place on each characteristic. In front of each characteristic, you are to place a number from *1*, the characteristic you value the *most* in the grouping, to *5*, the characteristics you value the least. Be sure you place a number from 1 to 5 in front of each characteristic in the group of five. There are no right or wrong answers.

Example:
(2) Achievement
(1) Love
(4) Wisdom
(3) Pleasure
(5) Creativity

1. ( ) Achievement
( ) Devoted to others
( ) Justice
( ) Religious faith
( ) Wealth

2. ( ) Devoted to others
( ) Self-governing
( ) Loyalty
( ) Power
( ) Recognition

3. ( ) Creativity
( ) Love
( ) Pleasure
( ) Recognition
( ) Wealth

4. ( ) Beauty
( ) Justice
( ) Pleasure
( ) Power
( ) Wisdom

5. ( ) Devoted to others
( ) Honesty
( ) Love
( ) Physical appearance
( ) Wisdom

6. ( ) Achievement
( ) Beauty
( ) Health
( ) Honesty
( ) Recognition

7. ( ) Achievement
( ) Self-governing
( ) Physical appearance
( ) Pleasure
( ) Skill

8. ( ) Self-governing
( ) Emotional well-being
( ) Health
( ) Wealth
( ) Wisdom

9. ( ) Honesty
( ) Knowledge
( ) Power
( ) Skill
( ) Wealth

10. ( ) Achievement
( ) Emotional well-being
( ) Love
( ) Morality
( ) Power

11. ( ) Beauty
( ) Self-governing
( ) Knowledge
( ) Love
( ) Religious faith

12. ( ) Beauty
( ) Loyalty
( ) Morality
( ) Physical appearance
( ) Wealth

13. ( ) Creativity
( ) Health
( ) Physical appearance
( ) Power
( ) Religious faith

14. ( ) Health
( ) Justice
( ) Love
( ) Loyalty
( ) Skill

15. ( ) Beauty
( ) Devoted to others
( ) Creativity
( ) Emotional well-being
( ) Skill

16. ( ) Emotional well-being
( ) Justice
( ) Knowledge
( ) Physical appearance
( ) Recognition

17. ( ) Devoted to others
( ) Health
( ) Knowledge
( ) Morality
( ) Pleasure

18. ( ) Morality
( ) Recognition
( ) Religious faith
( ) Skill
( ) Wisdom

19. ( ) Emotional well-being
( ) Honesty
( ) Loyalty
( ) Pleasure
( ) Religious faith

20. ( ) Achievement
( ) Creativity
( ) Knowledge
( ) Loyalty
( ) Wisdom

21. ( ) Self-governing
( ) Creativity
( ) Honesty
( ) Justice
( ) Morality

VALUE INVENTORY RATING SHEET SUMMARY

Instructions to students: Refer to the chart that follows. To understand the results of your ratings, enter the numbers recorded on the previous page for each group of characteristics. Enter your ratings in Box 1, then Box 2 until you have filled in all boxes for all 21 groups of characteristics. Since each value is listed five times in the 21 sets of five, you will have five entries for each value. *Add* those five numbers across and enter the total in the "Totals" column. The "Totals" column will then give you some idea of how much you value each characteristic. *Remember,* the lower the number in the "Totals" column, the more important the value is to you.

		(Box 1)	(Box 2)	(Box 3)	(Box 4)	(Box 5)	Totals
	Example	2	1	4	5	3	15
1. Achievement	2						
2. Beauty							
3. Devoted to others							
4. Self-governing							
5. Creativity	5						
6. Emotional well-being							
7. Health							
8. Honesty							
9. Justice							
10. Knowledge							
11. Love	1						
12. Loyalty							
13. Morality							
14. Physical appearance							
15. Pleasure	3						
16. Power							
17. Recognition							
18. Religious faith							
19. Skill							
20. Wealth							
21. Wisdom	4						

Answer the following:

1. What are your two highest values (they have lower numbers)?
2. What value ranks lowest (it will have the highest number)?
3. Why?

VALUES

A. Instructions to students: Read the following eight statements. Place a number *1* in the blank in front of the value that is *most* important to you; place a *2* in front of the second most important, and so on until you have rated all eight. These are simple statements, but do some careful thinking before you select one value over another. There are no right or wrong answers.

____ A. INTEREST—doing things that you really like; you find it enjoyable

____ B. INDEPENDENCE—doing things on your own; you want to be your own boss with no one watching over you

____ C. SECURITY—doing something because you are comfortable doing it; you feel safe

____ D. LEADERSHIP—being responsible for making decisions; directing and supervising others

____ E. REWARD—being well paid—money or some kind of reward

____ F. SERVICE—wanting and liking to serve others; a need to help others

____ G. RECOGNITION—having people look up to you; receiving approval for what you do

____ H. VARIETY—liking to do different activities; do not like to have to do the same thing everyday.

B. Instructions to students: Actions reveal most clearly what a person really values. If you are willing to spend your time and energy doing something, you are probably demonstrating what is important to you (values). What you value might have a big influence on the type of work you might want to do. In the chart below, list six things you have done during the past year beside the numbers 1-6. You do not need to list them in order of importance. Include paid and nonpaid work and things you do for pleasure. After you have completed the list, look at the columns across the top of the chart. Place a check mark (✓) in the appropriate box if the activity was done out of interest, independence, service, and so on. You may have done some of these things for more than one reason. Refer back to Part A for any explanation of these terms. After you have checked the six activities in the values columns, total the number of check marks (✓) in the "Interest column," in the "Independence column," and so on and enter that number in the space marked "Totals."

	VALUES							
6 Things You Have Done	Interests	Independence	Security	Leadership	Rewards	Service	Recognition	Variety
Example: Learned to play tennis.	x							x
1.								
2.								
3.								
4.								
5.								
6.								
TOTALS								

C. Instructions to students: When you organize all those things that are most important to you (values), you really have begun to identify your personal value system. Your personal value system will have a big influence on what you do for work and leisure. Fill in the chart that follows.

(1) Refer back to Section A of this test item. *In Column A,* write the value that you ranked first by number 1; the one you ranked second by number 2, and on down through number 8.

(2) Now refer back to Section B of this test item. *In Column B,* enter the value with the highest total of check marks (✓) in number 1; the next highest in number 2 until you have noted all eight values.

(3) *In Column C,* place a check mark (✓) where the values are the same in Column A and B. Do your values match?

Look over the results carefully and begin to identify your *present* personal value system.

Column A	Column B	Column C
1.	1.	
2.	2.	
3.	3.	
4.	4.	
5.	5.	
6.	6.	
7.	7.	
8.	8.	

Instructions to students: Read the following situation and answer the questions below.*

John's father is a welder at a large chemical plant. He likes his work, and especially values his free time after the workday is done. "Eight hours a day is long enough to work," he thinks. John's mother works as a nursing instructor in a community college. She enjoys her work and enjoys her responsibilities to her family and home. She does not want to trade her full days for a different lifestyle.

1. John's father values: ______________________
2. John's mother values: ______________________
3. How do career choices influence how much free time people have? ______________________

Instructions to students: Pretend you are ready to go to work. Complete the following checklist about work and lifestyle. It will help you identify the things that you should look for as you consider various occupations.

A. Circle the number of hours you would like to work per week:

15-25 26-35 36-45 46-55 More than 55

B. About the Job You Would Like—Circle one of each pair of statements.

1. Hours are regular	Hours are irregular
2. Hours are determined by me	Hours are determined by others
3. Day work	Night work
4. Steady job	Sometimes out of work
5. Work in one place	Work in different places
6. Work inside	Work outside
7. Work is clean	Work is dirty
8. Work is quiet	Work is noisy
9. Work mostly with people	Work mostly with things or numbers
10. Work by myself most of time	Work in a group most of time
11. Responsible for only myself	Responsible for what others do
12. Work at my own speed	Work under pressure
13. Work is varied	Do same thing most of time
14. Can choose activities	Am told what to do

C. About Your Leisure Time—Circle one of each pair of statements.

1. Would like to spend most of my leisure time with family and neighbors.	Would like to spend leisure time with people I work with.
2. Would like time away from job to do what I want.	Would like to spend most of my leisure time on job-related activities.
3. Would like to travel around the country with my family.	Don't care about making long trips or having a vacation.

D. Place of residence—Circle one on each line.

1. City	City suburb	County
2. Large house	Apartment	Small house
3. Close to work		Pretty far from work

Instructions to students: If you could create your ideal future lifestyle, what would it be like? Write a brief description. Include information such as:*

(a) Where would you live?
(b) How much money would you earn?
(c) What jobs would allow you to enjoy that kind of life?
(d) What abilities would you need?
(e) What skills and abilities could you be working on now?

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*Adapted from *Bread & Butterflies: A Curriculum Guide for Teachers* through the courtesy of the Agency for Instructional Television.

Section E

Personal Traits—Human Relationships

The materials in this section are included to give business teachers some ideas and activities that can be used to help students develop character and personality favorable to promoting successful human relationships. These materials can also be used to achieve particular career education objectives emphasized in other sections of this Handbook. There is a high degree of similarity in some of the materials in other sections, particularly the sections on Values—Self-Appraisal, Decision-Making Strategies, and Occupational Information. The activities can be adapted to many uses. For example, the activity entitled "Office Management Activity," even though designed as a simulated office activity, can literally be adapted for use in every business class being taught.

Ten Commandments for Getting Along with People

1. Keep skid chains on your tongue; always say less than you think. Cultivate a slow, persuasive voice. HOW you say often counts more than WHAT you say.
2. Make promises sparingly and keep them faithfully, no matter what it costs you.
3. Never let an opportunity pass to say a kind and encouraging thing to or about somebody. Praise good work done, regardless of who did it. If criticism is needed, criticize helpfully, never spitefully.
4. Be interested in others: interested in their families, their homes, their pursuits, and their welfare. Make merry with those who rejoice; with those who weep, mourn. Let everyone you meet, however humble, feel that you regard him as being important.
5. Be cheerful. Keep the corners of your mouth turned up. Hide your pains, worries, and disappointments under a smile. Laugh at good stories and learn to tell them.
6. Preserve an open mind on all debatable questions. Discuss, but do not argue. It is a mark of a superior mind to disagree, and yet be friendly.
7. Let your virtues speak for themselves. Refuse to talk of another's vices. Discourage gossip; it always hurts, and never helps. Make it a rule to say nothing of another that you could not repeat in his presence.
8. Be careful of another's feelings. Wit and humor at the other fellow's expense are rarely worth the effort and may hurt where least expected.
9. Pay no attention to ill-natured remarks about you. Simply live so that nobody will believe them.
10. Don't be too anxious about your rewards. Do your work; be patient; keep your disposition pleasant; forget self; and you will be rewarded.

Personal Growth and Human Relations

GOALS: At the completion of the human relations unit, the student will be able to:

1. Demonstrate understanding of the importance of getting along with others—employer, public, co-workers.
2. Recognize the need for continuous application of such personal characteristics as grooming, neatness, poise, punctuality, attitude, and good health in obtaining and retaining employment.

SAMPLE GENERAL OBJECTIVE: Given case studies of situations where an office worker must interact with co-workers, supervisors, and the public, the learner will describe what he/she believes to be appropriate behaviors so well that his/her responses agree with the preset guidelines as discussed by the class as a group.

SAMPLE SPECIFIC OBJECTIVE: Given a description of an office worker's behavior and/or personal appearance, the student will identify the positive and/or negative features of the worker's appearance and actions according to preset guidelines as discussed by the class as a group.

SUGGESTED UNIT OUTLINE:

A. Personal Grooming
    1. General rules of health
        a. Sufficient sleep
        b. Proper foods
        c. Exercise
    2. Body cleanliness
    3. Oral hygiene
    4. Hair care and styles
    5. Skin care and cosmetics
    6. Posture and poise

B. Proper dress for business
    1. Basic wardrobe
    2. Care of clothing

C. Desirable speech habits
    1. Voice
    2. Diction
    3. Expression
    4. Vocabulary

D. Ability (technical proficiency)
    1. Thoroughness
    2. Versatility
    3. Intelligence
    4. Speed and efficiency
    5. Concentration
    6. Memory
    7. Judgment and discretion
    8. Originality
    9. Organizing ability; leadership
    10. Orderliness

E. Professional qualities
    1. Honesty
    2. Loyalty
    3. Courtesy
    4. Cooperation
    5. Alertness
    6. Ambition
    7. Punctuality
    8. Interest

  9. Involvement
  10. Patience
  11. Tact
  12. Confidence
  13. Sense of humor
  14. Dependability

F. Personal Relations
  1. Employee-employer (or supervisor)
  2. Employee-co-worker
  3. Employee-public

SUGGESTED TEACHING TECHNIQUES:

A. The unit can be covered in several ways including:
  1. Using it as a "separate unit of study" covering approximately eight hours.
  2. Using parts of it as separate smaller units at different times throughout the year.
  3. Constantly integrating the many aspects of this unit throughout the year in both classroom lab and model office situations.

B. *Case studies* provide excellent means of evoking classroom discussion regarding any of the aspects covered in the unit outline. Students can be presented with a case study (written or orally) in which they must state how they would handle the situation presented; various ideas may be suggested by class members but the final goal is to get correct consensus of the class regarding the situation.

C. *Bulletin boards* provide means of displaying some of the aspects of personal grooming and/or proper dress for business.

D. *Community resources* can also be utilized in this unit. For example, a beautician may be invited to speak to the class about hair care and use of cosmetics, etc. A public health nurse or home extension agent may be available to speak to the class on general health rules. Former students who are employed in offices may be able to give excellent advice on many of the individual qualities mentioned in the course outline.

E. *Role-playing* and skits can be used to portray various situations in the human relations unit.

F. *Students can make reports* to the class after interviewing office workers or reading about one or more of the qualities needed for effective human relations.

G. *Field trips* to offices give students an opportunity to observe human relations in action.

H. *Self-inventory:* Students can complete the "How Well Do You Know Yourself?" self-inventory. (See inventory in Values—Self-Appraisal section.)

I. Involvement in business and office education clubs (or other state clubs) can give students opportunity to develop desirable working and social relations with others.

Do Your Work Habits Measure Up?

Employers want workers who like their jobs, and who show it by having good work attitudes and by practicing good work habits. They expect workers to come to work on time, dress properly, observe company rules, follow instructions, and get the job done correctly and on time.

Many employers use rating scales to evaluate (grade) their workers on their job performance and work attitudes. These rating scales are placed in the employee's personnel file. When the supervisor is thinking about promoting an employee—or firing one—these files help to make the decision.

Many of the same work habits apply whether you're a student or a full-time worker. Use the rating scale on the next page to evaluate yourself as a student. You will fill it out again when you finish this unit. If you've tried to develop good work habits, you should see that you've made some progress. Be honest with yourself; no one else is going to look at your rating. When you finish, look over your rating scale and decide which areas need the most improvement.

EMPLOYEE RATING SCALE		Check one (✓)	
	POOR	AVERAGE	GOOD
1. Has a good attendance record (is seldom late or absent).	☐	☐	☐
2. Makes good use of time (starts work promptly, doesn't waste time).	☐	☐	☐
3. Meets deadlines (plans ahead and sees that work is finished on time).	☐	☐	☐
4. Shows initiative (works hard without being told to).	☐	☐	☐
5. Doesn't give up easily (tries and tries again).	☐	☐	☐
6. Shows honesty (can be trusted, accepts the blame for own mistakes).	☐	☐	☐
7. Is dependable (always finishes the job).	☐	☐	☐
8. Doesn't waste materials (plans and works carefully so no goods are damaged or wasted, takes good care of tools and equipment).	☐	☐	☐
9. Obeys safety rules (prevents accidents by following all safety instructions).	☐	☐	☐
10. Follows instructions (pays attention while directions are being given and follows them carefully).	☐	☐	☐
11. Is willing to learn (shows interest in improving job performance, follows up on suggestions).	☐	☐	☐
12. Works accurately (takes care to do everything right, does not make careless mistakes).	☐	☐	☐
13. Gets along well with others (gets along well with supervisor, co-workers, and customers; is cooperative and thoughtful of others).	☐	☐	☐
14. Shows loyalty (speaks well of the company and its products, does not give out confidential information).	☐	☐	☐

Making Your Time Count

Absent or Late—What Can Happen

OH, AM I LATE?
NO, THE OTHER 57 EMPLOYEE'S CAME TO WORK 2 HOURS EARLY!

"Did you hear that Stan got fired today?"

"Yeah, Mr. Bolin really blew his top. He said that Stan had shown up late for work just once too often. He'd warned Stan last month to start showing up on time or to look for another job."

"Well, Stan did have some problems that made it hard for him to get here on time, but I guess that's *his* problem, not the company's. He knew what the hours were when he took the job."

Employers get angry when their employees aren't at work when they should be. There's a job to be done and when workers don't show up to do it, the company loses money and valuable time. When you take a job, it's up to you to arrange for transportation that will get you to work every day and on time. If you miss work, or arrive late too often, you may:

- be warned by your supervisor
- be resented by your co-workers
- receive a low employee rating
- miss a promotion or raise
- have your pay docked
- get fired.

Be warned by your supervisor. The first time you come in late your supervisor will probably not do much more than speak to you about it. If it happens again, you'll be reprimanded and given a warning that continued lateness may cost you your job. Sometimes you can't help being late or absent. Then you should let your supervisor know your reason. You may have sudden sickness in your family, or car trouble on the way to work. But even these reasons won't be accepted if they occur too often.

Be resented by your co-workers. When one employee is late or absent it often makes things harder for the other workers. They may have to do your share of the work until you show up. Or, if you are a part of a team, a whole crew may have to stand around waiting for you. Although most people don't mind helping out in an emergency, they won't want to do your job or be held up by you regularly. Besides, if you don't have to get to work on time, why should they?

Receive a low employee rating. Supervisors evaluate their workers on a regular basis, usually once or twice a year. If you are late or absent often, your attendance rating will be affected. A low rating affects not only your present job; it looks bad on your record when you apply for jobs with other companies.

Miss a promotion or raise. Your lateness and absence may cost you a raise or a chance for promotion. Workers who can't be counted on to show up give an employer the impression that they don't take their work seriously enough.

Have your pay docked. Your employer may dock your pay (subtract money from your paycheck) even if you are only a few minutes late. If you're absent, you may lose a full day's pay. If you aren't putting in a full day's work, why should you get paid for one? Employers lose money when workers don't put in their full time. Imagine a factory that pays 100 workers each $4.00 an hour to pack boxes. If each worker misses a half hour a day by showing up late or taking a long lunch, that company will lose $200 a day, $1,000 a week and $52,000 a year! That's one reason why employers are so hard on workers who are late or absent too often.

Get fired. If you continue to be absent or late you will lose your job. Most employers consider a few warnings to be sufficient. If an employee's attendance doesn't improve, the employer doesn't have any other choice but to let him/her go.

Catching Your Mistakes

Mistakes are easy to make, especially when you're new on the job. Supervisors know this, and they usually are patient with new workers if they make a mistake—but not if they keep making the same mistake again and again. Here's what you should do if you make a mistake on the job.

Report big mistakes to your supervisor. Don't get upset, make excuses, or try to shift the blame to someone else. But do tell your supervisor, so that s(he) can take care of any problems that might result from your mistake.

Correct your mistake as best you can. If you're with a customer, apologize for your mistake and do whatever is necessary to correct it. If your mistake involves safety, it needs your immediate attention. Just be sure you know how to correct it before you do anything. Don't make things even worse by "correcting" mistakes the wrong way! Ask your supervisor if you aren't sure. (This is especially true of mistakes with equipment and machines.)

Avoid making the same mistake again by taking some positive action. Try to change the conditions that caused you to make the mistake. Find out exactly what you did wrong and learn to do the job correctly. You may need to write a note to yourself to help you remember. If your mistake was missing a meeting or forgetting to do something, buy a calendar and write down dates and deadlines. Learn from your mistakes.

REMEMBER!

Report big mistakes to your supervisor.
Correct your mistake.
Avoid making the same mistake again by taking some positive action.

Read each problem below. Then place a check (✓) beside the best answer.

1. Melinda is a cashier at Tom and Jerry's Pet Store. She just incorrectly wrote up a sales slip and the customer has pointed out her error. Melinda should:
   ☐ apologize and thank the customer, then correct the error.

☐ say, "Oh, I knew I made a mistake."
☐ smile and say nothing.
☐ say, "How sharp you are! You sure do pay attention to details."

2. Jack assigns loads to trucks at Wholesale Grocers. Yesterday he switched the loads of three trucks so that the loads did not match the drivers' delivery instructions. Jack's supervisor is blaming the drivers for the error, even though they followed Jack's orders. Jack should:
   ☐ agree with his supervisor that it was the drivers' fault.
   ☐ keep quiet about his mistake and apologize to the drivers in private.
   ☐ tell the supervisor how the mistake was made and apologize to the drivers for the trouble he caused.
   ☐ take no action since admitting his error will just mean more trouble.
3. Jim works as a sales clerk in a shoe store. He waited on a customer, rang up the bill incorrectly, and then said, "Oh, I'm sorry. I've overcharged you. Let me correct my error." Jim did this to four different customers within a half hour. He should:
   ☐ feel good about catching his errors.
   ☐ say, "Gee, this cash register is just awful! It can't even add two simple numbers together."
   ☐ ask his supervisor to have the cash register fixed, even though none of the other salespeople have had any trouble with it.
   ☐ learn how to operate the register properly.
4. Why is it important to report mistakes to your supervisor? ________________________________
   ____
   ____
   ____

Check your answers with the following:

1. Melinda should:
   ☐ apologize and thank the customer, then correct the error.
2. Jack should:
   ☐ tell the supervisor how the mistake was made and apologize to the drivers for the trouble he caused.
3. Jim should:
   ☐ learn how to operate the register properly.
4. There may be results of your mistake that you don't know about. Your supervisor has the special knowledge and experience to recognize and correct problems caused by mistakes like these: sending letters to the wrong people, mixing cleaning solutions incorrectly, or delivering an improperly repaired car to a customer.

   Another good reason for reporting mistakes is that your supervisor needs to know if you are having difficulty learning the job. For example, even though you apologize to a customer for your mistake and correct it, the customer may decide to report it to the manager. If the manager receives many complaints like this, s(he) will probably talk to your supervisor about your work. If your supervisor already knows about your errors, s(he) will be able to explain to the manager how they occurred, why, etc. If your supervisor isn't aware of your mistakes, however, both s(he) and the manager may begin to question your ability to do a good job.

Honesty on the Job

Most employers overlook occasional mistakes as long as their employees try to do their best, learn from their mistakes, and accept responsibility for them. But there is one mistake that employers neither forgive nor forget: stealing from work. Employees who are caught stealing can lose more than their jobs. They lose a number of opportunities for their future as well. In this way, they are cheating themselves as well as their employer.

Some workers steal things on purpose. They know that if they are caught they can be arrested. But many employees who take things from work don't realize that they are stealing. The waitress who gives her friend an extra hamburger without charging him for it may not feel that she is stealing. The hardware salesman who takes home a can of paint for his garage may not consider himself a thief. But he is stealing. Any time an employee takes goods without permission, that is stealing.

A lot may happen to an employee caught taking goods or money from work. Some companies have a policy (practice) of turning over to the police any employee who is caught stealing. Even if the employee isn't turned over to the police, there are bound to be other serious results. Look at what happened to Barry.

Barry has been stealing auto parts from the warehouse where he works. Yesterday his boss, Mr. Case, caught him taking some hand tools. Now Mr. Case has a difficult decision to make. He can do one of three things: he may have Barry arrested; he may fire Barry without having him arrested; or, if he feels there are good reasons for doing so, he may decide to give Barry a second chance. But in any case, a number of unpleasant things can happen to Barry.

If Barry is arrested:
- he may have to go to court. If he is found guilty he may have to pay a fine or go to jail.
- he will get a police record, which may prevent him from getting a job in the future, or from getting into some colleges.

If Barry is fired:
- he will have trouble getting another job because his last employer, Mr. Case, will give him a poor recomendation
- he will not be able to get unemployment compensation (regular payments to people who lose their jobs *through no fault of their own).*

Even if Barry is given a second chance:
- he may have to pay for the goods that he stole
- he may lose the trust of his employer, his supervisor, and his co-workers
- he may get a bad reputation, with a report of his stealing put in his company personnel file
- he will probably get a poor employee rating
- he will probably not get a promotion or raise for a long time.

Taking Goods from Work

1. Ken Wood has been taking home parts from work so he can build his own stereo set. List four things that may happen to him if he is caught.
   a. ________________________________
   b. ________________________________
   c. ________________________________
   d. ________________________________

2. Janet works as a stock clerk at the Thrifty Market. The owner, Mr. Scott, hired her even though she was fired from her last job for stealing. He believes that everyone should be given a second chance.

   One day Mr. Scott called Janet into his office. The store records had been coming up short and he knew that someone had been stealing. Janet said she didn't know who was to blame, and that she had never stolen anything from the store. Mr. Scott said he was sorry, but he was going to have to fire her anyway.

   a. Do you think Mr. Scott would have fired Janet if she didn't already have a reputation for stealing?

      ____

   b. If you were Mr. Scott, would you have fired Janet? Why? ______________________________

      ____

Check your answers with the following:

1. You should have listed any four of these results. Ken may:
   - be arrested, jailed, or fined
   - get a police record
   - get fired
   - have trouble getting another job or getting into college
   - be unable to get unemployment compensation
   - be given a second chance
   - have to pay for the stolen goods
   - lose the trust of employer, supervisor, and co-workers
   - get a bad reputation, with a record of his theft put in his company file
   - get a poor employee rating
   - miss a raise or promotion.
2. Since both of these questions ask for *your* opinion, there are no right or wrong answers. Here are some examples of what you might have written.
   a. Mr. Scott probably wouldn't have fired Janet if she hadn't already had a reputation for stealing. Usually, employers will give an employee the benefit of the doubt when they don't have definite proof.
   b. You may have chosen to fire Janet, especially if you trust your other employees and never had a problem with stealing before you hired her. On the other hand, you may have chosen to wait until you were sure you knew who the thief was.

Personality Mirror

STUDENT OBJECTIVE(S): The student is able to detect discrepancies between how he/she sees himself/herself and how others see him/her.

RELATED AREA:

SUGGESTED ACTIVITIES	SUGGESTED MONITORING PROCEDURES	SUGGESTED RESOURCES
In this exercise, group members should not be complete strangers. Group size should be somewhere between 8 and 12. The teacher or group leader should participate rather than act as director if possible. Enough copies of the *Feedback Profile* sheets should be printed so that each student will receive enough copies to mark a sheet for everyone in the group, himself/herself included. The student is instructed to fill out the profile for himself/herself and then to do the same for the others in his/her group. These instructions should be announced by the teacher before beginning: 1. The 0-8 choices should be considered extremes beyond which people really exist. Therefore, only 1-7 are valid choices. The 0 and 8 may not be chosen. 2. One number should be circled on each line. Four represents the choice for a quality exactly in the middle between the two extremes. 3. Be fair, serious, and consistent about the selections. 4. No one will see the profile you mark for yourself. 5. After everyone is finished, each person will receive the profiles the others marked about him/her. All student names should be printed, not written, on the *Feedback Profiles*. The teacher should collect all of the profiles, except the one which the student completes for himself/herself, and distribute them to the students for whom these are intended.	Each individual figures their own averages completed by other students and compares them to the profile he/she marked for himself/herself. After the students have had an opportunity to consider this feedback, the teacher may lead a discussion on discrepancies between perceptions of self and others, and possible reasons for the occurrence of these discrepancies.	Schrank, Jeffery. *Teaching Human Beings*. Boston: Beacon Press, 1972. p. 147. Satir, Virginia. *Peoplemaking*.

FEEDBACK PROFILE

NAME ______________________________

Physical superman	0	1	2	3	4	5	6	7	8	Physical mouse
Extreme conservative	0	1	2	3	4	5	6	7	8	Extreme radical
Optimist	0	1	2	3	4	5	6	7	8	Pessimist
Dumbbell	0	1	2	3	4	5	6	7	8	Genius
Likes a large number of friends	0	1	2	3	4	5	6	7	8	Prefers a few close friends
Fantastically good-looking	0	1	2	3	4	5	6	7	8	Extremely ugly
Rationally intellectual detached	0	1	2	3	4	5	6	7	8	Emotional feeling subjective
Instant friendship with everyone	0	1	2	3	4	5	6	7	8	Almost impossible to get to know

Women in the World of Work

CONCEPT: Any productive worker should be respected.

INSTRUCTIONAL OBJECTIVE: To acquaint pupils with trends about women in the world of work

SAMPLE ACTIVITIES	RESOURCES
Have pupils identify the work roles of women who represent differing generations (grandmother, mother, aunt, sister). Group the results in chronological order to determine the changing role of the work women do.	Family resource people
Have a panel discussion about the changing role of women in work and how this trend relates to the pupils' own future plans. Have boys and girls discuss how they might manage the possible dual role of worker and homemaker. Show through demonstration or collages how labor-saving home equipment and prepared foods shorten the time needed for household tasks. Have students discuss ways all members of the family can help.	Materials for demonstration purposes
Let students bring and share with the class newspaper or magazine articles about working women and pictures of women working. Display the pictures and articles on the bulletin board.	Magazines and newspapers
Have students read and discuss in class a biography or an autobiography about a famous woman of interest to them. Students might investigate homemaker and professional roles of these women. What goals and aspirations did these women have when they were girls? How did they arrive at these positions? What struggles did they have to go through? Which qualities did they attribute their success to?	Biography section of library, resource persons

SAMPLE ACTIVITIES	RESOURCES
Include biographies and autobiographies about different ethnic groups. If these biographies and autobiographies are not found in the school library, suggest to the students that they interview their parents, friends of the parents, relatives and community persons who may have this information. In addition, as part of language arts, they could write to women who have attained success and ask for short autobiographies. In Texas these women could include legislators, doctors, advisors to the President of the United States, judges, and educators. Pupils could make scrapbooks containing reports, pictures, and other entries of interest.	
Invite the school counselor to discuss the importance of pupils' planning and preparing for dual roles as homemakers and workers, so that they can realize their fullest potential in both spheres. Ask the counselor to discuss a number of jobs open to women.	School counselor, resource person Women's Bureau, U.S. Department of Labor. *Job Training Suggestions for Women and Girls.* Washington, D.C.: U.S. Government Printing Office
Reverse the activities above from study of women and work to the study of men and work. Are men working in roles previously thought to be for women? Are men now changing attitudes about women working?	

Do I Have the Right Personality?

Although you may have ability, brains, skill, and information, you can hardly expect to succeed in competition with other people without the traits listed below.

Score yourself on the following traits using this point scale:

Excellent	5 points
Good	4 points
Average	3 points
Fair	2 points
Poor	1 point

____ 1. IS SOCIABLE: Smiles a great deal; gets along with people; has a keen sense of humor.

____ 2. IS COURTEOUS: Considerate of other people; gives extra service; says "Please," "Thank you."

____ 3. IS COOPERATIVE: Helps friends; is willing to assume responsibility.

____ 4. HAS INITIATIVE: Makes best use of time; thinks up new ideas; make suggestions for improvements.

____ 5. IS AMBITIOUS: Wants to succeed; wants to see others succeed; is a "doer," not a "dreamer."

____ 6. IS TACTFUL: Says the right thing at the right time; does not argue; make the other person feel he/she is doing things his way.

____ 7. IS ENTHUSIASTIC: Is not afraid of hard work; likes people; does a job as if he owned the business.

____ 8. IS CONSIDERATE: Makes an effort to see the other person's point of view; is always on the alert to help others.

____ 9. IS ORDERLY: Systematizes work; keeps things in their proper place; is a clean storekeeper.

____ 10. IS HONEST: Keeps "secrets" in highest confidence; takes responsibility for his own errors; avoids temptation, bad companions, and bad personal habits.

____ 11. IS DEPENDABLE: Almost always attends class; observes school policies and procedures; follows instructions.

____ 12. HAS SELF-CONFIDENCE: Believes he/she can and will succeed; does not know it all; never makes excuses.

____ 13. IS LOYAL: Believes in the teacher; knows people who are qualified will be rewarded; observes school policies.

____ 14. IS ADAPTABLE: Makes adjustments easily; welcomes changes; judges new ideas on worth rather than by prejudices.

____ 15. USES JUDGMENT: Bases judgment on facts; makes decisions on merit; is noted for sound judgment.

____ 16. HAS PERSISTENCE AND PATIENCE: Does not lose patience easily; tries again and again; is not easily discouraged.

Those traits on which you score 3 points or below are the ones you should improve.

Do I Have the Right Attitudes?

These are certain attitudes which are desirable for all occupations. Without these traits—even though you may have ability, brains, and skill—you can hardly expect to succeed in competition with other people.

DIRECTIONS: Rate yourself on the following attitudes using this point scale:

Excellent	5 points
Good	4 points
Average	3 points
Fair	2 points
Poor	1 point

Good attitudes are reflected and measured in terms of the individual's actions. Therefore, one with good attitudes will do the following:

____ 1. Gets along with others (maintains harmonious working relations with others in class).

____ 2. Takes pride in producing good quality (accurate) work.

____ 3. Is dependable (completes assigned duties).

____ 4. Plans and organizes work.

____ 5. Realizes importance of producing a good quantity of (acceptable) work.

____ 6. Exercises initiative (acts on own responsibility in the absence of supervision).

____ 7. Shows interest and enthusiasm toward work.

____ 8. Is punctual and regular in attendance.

____ 9. Is cooperative (is willing and eager to work with friends and teachers).

____ 10. Is well informed concerning job duties and responsibilities.

____ 11. Exercises good judgment (makes sound decisions and evaluates ideas on their worth rather than by prejudice).

____ 12. Exercises care in the use of equipment (respects property and follows safety regulations).

____ 13. Makes a good appearance (is neat, clean and dressed in good taste).

____ 14. Is able to communicate (keeps others informed).

____ 15. Is loyal (keeps confidential information).

____ 16. Is ambitious (wants to succeed).

Those traits on which you score 3 points or below are the ones that you need to improve. (Answer in terms of class participation.)

What Your Employer May Expect

Listed here are some things your boss will want to see in you. After each of these characteristics, write a sentence which describes how you can develop this characteristic to help you succeed on the job.

1. Cooperation ____________________
2. Honesty ____________________
3. Initiative ____________________
4. Willingness to learn ____________________
5. Willingness to follow directions ____________________
6. Dependability ____________________

Do's and Don'ts on the Job

After you study the following Do's and Don'ts on the job, your teacher may ask you to divide into groups. (This may be a surprise; just be sure you can name a number of these so your group wins.)

Do's on the Job

1. Get enough rest so that you will be alive on the job and be able to do the job cheerfully.
2. Be ahead of time always.
3. Spend full time on the job; stay busy.
4. Do your best in the job.
5. Give a little more than full value for the salary you get.
6. Learn the names of department heads and your fellow employees.
7. Be patient.
8. Learn to do the job for which you were hired rather than the job higher up.
9. Be personally agreeable and attractive to your co-workers.
10. Listen to all instructions carefully. Use appropriate questions if you do not understand the directions.
11. Take questions to your immediate supervisor.
12. Watch fellow employees' methods of doing things and ask them for suggestions and help when needed.
13. Keep your body clean.
14. Return promptly from lunch.
15. Control your emotions.
16. Remember that tact and courtesy remain the soundest currency of business practice.
17. Develop the habit of making a positive approach in all business contacts.
18. Report back; keep your immediate supervisor informed.
19. Be systematic in what you do. Have a plan of operation. On the way to work, figure out a plan for doing the things for which you are responsible.
20. Learn the organizational rules and regulations.

Don'ts on the Job

1. Don't resent criticism. Welcome it.
2. Don't feel superior to your job.
3. Don't make a personal issue of business matters.
4. Don't ask unnecessary questions; think for yourself.
5. Don't make alibis or excuses.
6. Don't criticize anyone in public.
7. Don't write personal letters during business hours.
8. Don't read books during business hours except in connection with the job.
9. Don't try to put the blame for your mistakes on someone else or try to cover up. Report it; learn how to do it right.
10. Don't be a clock watcher. The first days will go slowly, but after that you will find that there isn't enough time to do the job; that is, if you are really "on the ball."
11. Don't use the back-slapping approach even when you get to know your fellow workers quite well.
12. Don't be a fault-finder or a chronic complainer.
13. Don't make disparaging or disloyal remarks about the firm that employs you and pays your salary.
14. Don't show off your knowledge or education.
15. Don't forget to smile and contribute to the general climate of the room in which you work.
16. Don't be too familiar with superiors.
17. Don't tell everybody how to run the business, at least not until you know something about it.
18. Don't go over your immediate supervisor's head.
19. Don't let your emotions show in your business life.
20. Don't take all the credit for a good job; learn to say "we" instead of "I."
21. Don't be unfair or unjust in your dealings with others.
22. Don't complain to your friends or associates; carry your legitimate complaints to the proper authorities.
23. Don't be obviously aggressive.
24. Don't try to grasp the whole business at once; proceed slowly if necessary, but thoroughly and patiently.
25. Don't discuss confidential business matters with outsiders; be honorable and discreet.
26. Don't try to gain personal advantage over others in the organization.
27. Don't let your emotions make you self-centered.
28. Don't be oversensitive.
29. Don't bluff; don't show-off; don't swagger.
30. Don't allow talking with fellow employees to interfere with your job responsibilities.
31. Don't take liberties; abide by the rules and regulations of the organization.
32. Don't be in a hurry to leave at the end of the day. The executive seldom leaves when the whistle blows. Prepare for tomorrow's work.

Punctuality and Dependability

1. Have learners discuss what the terms punctuality and dependability mean to them, and how they see these traits contributing to smooth working relationships among people. Invite a speaker from business and industry to discuss these traits.

2. Have learners keep notebooks on themselves for one week, in which they record the following information:
   - (a) Was I late for anything today? If so, how did it happen?
   - (b) Was anyone counting on me to do anything today that I forgot or did badly?
   - (c) Was anyone else late for anything I attended?
   - (d) Was anyone else undependable in a situation where I was counting on him/her?

3. At the end of the week, have learners type or write their reports into a statement to be submitted to the teacher confidentially. Have learners include in the statement an evaluation of themselves according to the criteria of dependability and punctuality.

4. Have learners discuss the value of the two traits again, after the week of observation has passed, and state whether their opinions are the same as they were. Discuss how these traits are related to job success or failure.

5. Have learners use the *Reader's Guide to Periodical Literature* to find recent magazine articles about absenteeism in American industry.

6. Have learners cite reasons for the phenomenon and report on efforts made by progressive manufacturers to remedy the situation.

7. Have learners discuss whether they feel the employee has an obligation to be punctual and dependable even if the job is boring. Have learners consider alternatives open to the employee: bringing the grievance to his/her union, seeking another job.

"To Call or Not To Call"
or
Personal Calls on Office Phones

GENERAL OBJECTIVE

To practice using specific human relations principles in solving a day-to-day office problem.

PERFORMANCE OBJECTIVE

The supervisor of the Records Library of a large school district will be able to pose a personal calls problem to the staff that considers the principles of single objective, situation centered, mutual interest, and solution free to direct the staff to assume a positive problem-solving approach without defensive behavior.

NUMBER OF PERSONS

1 Supervisor—Miss Arnold
4 Secretaries—Laura, Terry, Thelma, and Maxine
Observers—remaining class members

TIME NEEDED

15 Minutes
- 5 Minutes—Preparation for action
- 5 Minutes—Role playing of staff meeting
- 5 Minutes—Discussion

MATERIALS

1. *Situation Sheet* for everyone (participants and observers).
2. *Role Sheet,* one for each participant secretary.
3. *Principles Sheet* for supervisor and observers only.
4. *Observation Sheet* for observers only.

SITUATION SHEET

SETTING

Role playing should take place during office block staff conference.

(The office block staff conference is an excellent time to focus on human relations aspects that arise in the office situation.)

RESPONSIBILITIES

Teacher's

1. Select participants for the situation.
   a. 1 supervisor
   b. 4 secretaries
2. Distribute role playing sheets.
   a. Situation Sheet to participants and observers (everyone). (The teacher might read aloud the Situation instead.)
   b. Role Sheet to each of the 4 secretaries (each participant should *not* read any role but his/her own.)
   c. Observation Sheet to observers only.
3. Inform supervisor, secretaries, and observers of their responsibilities as outlined below.
4. Arrange 5 chairs in a meeting-like setting but in a manner that observers can see the faces of most of the participants.
5. Inform participants and observers that there will be a discussion of the role playing; that participants have been asked to assume certain behavior and attitudes; that these assumed behavior and attitudes will be discussed and not the student participant; that mistakes probably will be made just as the experts make them; that a perfect performance is not expected; and that what is important is the improvement if the role playing were repeated.
6. Start the action and interrupt after 5 minutes. Participants might resist, but it is not necessary that the role playing be completed to get an idea of what direction the discussion is going.
7. Lead discussion using points on Observation Sheet as a guide.

Supervisor's

1. Read *Situation Sheet.*
2. Read *Principles Sheet*—study the principles that should be employed in an effort to solve the personal calls problem.
3. Conduct the records library staff meeting on the matter of excessive personal calls employing the principles as much as possible.

Secretaries'

1. Read *Situation Sheet.*
2. Study *Role Sheet* without reading *Role Sheet* of others.
3. Participate in staff meeting in which the personal calls problem is of major concern.

Observers'

1. Read *Situation Sheet.*
2. Study *Principles Sheet.*
3. *Use Observation Sheet* to evaluate the handling of the personal calls problem by the supervisor.

IMPLEMENTATION

At the signal of the teacher, the role playing begins with the supervisor taking the lead.

The teacher should interrupt after 5 minutes of discussion have expired even if the role playing has not been completed.

DISCUSSION

The teacher should lead an evaluation discussion using the Observation Sheet as a guide.

ROLE SHEET

Thelma, 19 years old, 2 years in the library, single

Assume the following attitude during the staff conference, but do not feel obligated to reveal it to the supervisor unless you consider it relevant to the discussion.

> NOW YOU KNOW, ON FIRST NAME BASIS, SEVERAL PEOPLE IN VARIOUS SCHOOL DISTRICT OFFICES AND MORE AND MORE YOU ARE ENGAGING IN LENGTHY KIDDING SESSIONS BEFORE GETTING TO THE BUSINESS AT HAND. PUBLIC RELATIONS FOR THE LIBRARY IS IMPORTANT YOU THINK, AND YOU TRY YOUR BEST.

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ROLE SHEET

Maxine, 39 years old, 10 years in the library, married

Assume the following attitude during the staff conference, but do not feel obligated to reveal it to the supervisor unless you consider it relevant to the discussion.

> YOU MAKE ALL OF YOUR PERSONAL CALLS FROM THE PUBLIC TELEPHONE IN THE LOUNGE. YOU BELIEVE THAT THE PHONES IN THE RECORDS LIBRARY ARE FOR THE DISTRICT BUSINESS AND THAT PEOPLE SHOULD REALIZE THIS.

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ROLE SHEET

Laura, 18 years old, recently hired, single

Assume the following attitude during the staff conference, but do not feel obligated to reveal it to the supervisor unless you consider it relevant to the discussion.

YOU ENJOY YOUR PHONE CONTACTS WITH PEOPLE IN OTHER SCHOOL DISTRICT OFFICES. JOSEPHINE, SECRETARY TO ONE OF THE HIGH SCHOOL PRINCIPALS, IS A CLOSE FRIEND OF YOURS. THERE IS NOT A DAY THAT GOES BY THAT YOU DO NOT CALL HER TO GAB AWHILE. AFTER ALL, WHAT ARE FRIENDS FOR? JOSEPHINE SOMETIMES CALLS YOU WHILE YOU ARE AWAY FROM THE OFFICE, AND YOU ALWAYS RETURN HER CALLS.

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ROLE SHEET

Terry, 21 years old, 5 years in the library, married

Assume the following attitude during the staff conference, but do not feel obligated to reveal it to the supervisor unless you consider it relevant to the discussion.

YOU HAVE A TWO-YEAR-OLD GIRL WHOM YOU LEAVE WITH YOUR AUNT WHILE YOU ARE AT WORK. YOU FREQUENTLY CALL YOUR AUNT DURING OFFICE HOURS TO CHECK ON THINGS. SHE SOMETIMES CALLS YOU. SOMETIMES, YOU TALK TO YOUR LITTLE GIRL. YOU LIKE YOUR JOB BECAUSE YOU CAN BE NEAR THE PHONE IF YOUR AUNT CALLS YOU.

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PRINCIPLES SHEET

*Principles (rules) for stating a problem for group discussion

1. *Single Objective*
   State the one major problem to be solved and not several things that are wrong.
2. *Situational*
   Focus on the situation and not the behavior of persons involved.
3. *Mutual interest*
   State the problem in a manner that will benefit both employee and employer.
4. *Solution free*
   Avoid making a suggestion as to how the problem should be solved.

Example of statement of a problem that follows the above principles:

What can we do to better serve our customers?

Points to remember to bring about group problem solving.

1. Permit individuals to get their viewpoints out without appearing to be critical. After this, they will be ready to get down to constructive problem solving.
2. Listen and respect the contributions of others. The views represent needs.
3. Do not push your personal views.

If the supervisor (manager) follows these principles and points to remember in discussing the difficult problem, more than likely the problem will be solved with the cooperation of the employees and without defensive behavior. Don't be concerned if a principle is not followed. Experts still have to practice using them over and over.

OBSERVATION SHEET

This problem can be difficult because it is not easy to state it without producing employee and supervisor defensive behavior. Pay special attention to the behavior and attitudes of all participants, and evaluate their performance at the end of the role-playing period.

1. The supervisor (manager) stated the problem in a manner that was
   ____ Situational (focused on situation and not on abusers)
   ____ Mutual interest (employee and employer would benefit)
   ____ Single objective (contained only one major problem)
   ____ Solution free (statement of problem contained no suggested or implied solution)
2. According to your observation,
   ____ the staff members understood clearly what the problem was
   ____ the staff members did not understand clearly what the problem was
3. The supervisor (manager) used the following approach(es) to communicate the problem
   ____ came to the point early
   ____ understanding
   ____ authoritarian
   ____ accusative
   ____ circled the problem
   ____ downplayed the problem
   ____ other (specify) ____________________
4. The staff members were
   ____ helpful
   ____ interested
   ____ silent
   ____ critical of each other and/or the supervisor
   ____ defensive
   ____ disinterested
   ____ hostile
   ____ other (specify) ____________________
5. During the discussion of the problem, the supervisor was
   ____ a good listener
   ____ argumentative
   ____ defensive
   ____ hostile
   ____ permissive
   ____ other (specify) ____________________

Office Management

SPECIAL NOTE TO INSTRUCTOR: An office manager manual should be made available to the student.

GOALS: At the completion of the office management unit, the learner should be able to—

1. Demonstrate characteristics of dependability, self-reliance, resourcefulness, patience, adaptability, cooperation, and trustworthiness in carrying out a variety of office tasks, both routine and unexpected.
2. Accept responsibility confidently in carrying a job through to completion with minimum instruction or supervision.
3. Demonstrate skill in human relations through working with and supervising others.

SAMPLE GENERAL OBJECTIVE: The student will perform the duties listed for the office manager for an

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*Maier, Solem, Maier. *The Role-Play Technique*. University Associates. 1975. pp. 104,105.

assigned period of ____ days so well that he/she will receive a satisfactory rating as determined by the instructor for each of the criteria on the office manager evaluation scale. The list of duties to be performed and the evaluation scale to be used will be available to the student prior to this assignment.

SAMPLE SPECIFIC OBJECTIVE: On the last day as office manager, the learner will train the student who is to follow as office manager so well that the student can perform the duties satisfactorily (as determined by the instructor) beginning on the first day.

Teachers should write other appropriate performance objectives.

SUGGESTED TEACHING TECHNIQUES:

A. Assign students to this unit on a *flexible rotation plan* based on number of days in school year divided by number of students in class. Allow "slip time" to provide opportunity for students who need more time on some machines or units.
B. Assign a specified desk for the entire year to be the office manager's work station.
C. Provide the office manager with a written description of responsibilities. (See sample listing of office manager's duties.)
D. Provide the office manager with a checklist to be used daily to mark off duties completed or provide the manager with a self-evaluation form to complete at the end of the unit. This could serve as one evaluative tool. (See sample self-evaluation form.)
E. Provide manager with a list of criteria to be used in evaluating his/her performance at the completion of the unit. (See sample evaluation form.)
F. Explain that the office manager should work on other on-going class assignments in conjunction with duties as office manager.

List of Duties

SAMPLE LISTING OF DUTIES OF OFFICE MANAGER: This list should be posted or handed out to each office manager. Note: These items are suggestions only; each teacher should formulate a list for the local school.

Duties of the office manager include:

1. Serve as receptionist, greet classroom visitors, answer telephone, handle requests, convey messages.
2. Check and record class attendance and tardiness; initiate any required action (if school policy permits).
3. Distribute and collect class materials and supplies.
4. Check reference materials "in" and "out" and keep a record for the instructor (forms available from instructor).
5. Assist classmates at "clean-up time" and assume responsibility for condition and general appearance of the classroom.
6. Control supplies; maintain a supply inventory and reorder (or take other assigned action) when necessary (form available from instructor).
7. Handle any dictation, special assignments (filing, duplicating, recording, proofreading, etc.) as required by the instructor.
8. Perform routine office duties or delegate that responsibility to fellow students (dust, maintain instructor's desk, water plants, make coffee, etc.)
9. Aid classmates when possible with equipment or questions regarding regular assignments.
10. Plan and display at least one bulletin board while in the office manager's position.
11. Handle repair orders for machines (available from instructor).
12. Train the next office manager on the last day of assignment in the position.

OFFICE MANAGER—SELF-EVALUATION

Name ______________________ Date: From ____________ to ____________ No. Days Absent __________

DIRECTIONS: Complete the following chart using check marks. Place it in the "IN" basket.

I.

DUTIES:	Always	Usually	Seldom	No Opportunity
1. Greeted classroom visitors				
2. Took attendance daily				
3. Kept records on materials/supplies				
4. Checked materials "In" and "Out"				
5. Checked room cleanliness daily				
6. Checked work basket for special assignments				
7. Handled repair orders				
8. Answered telephone				

II. ADDITIONAL RESPONSIBILITIES:

Check:	YES	NO
1. Planned and displayed a bulletin board		
2. Performed or was responsible for delegation and completion of routine duties (dusted, watered plants, etc.)		
3. Aided classmates in learning new routines		
4. Trained the new office manager		

III. List any special jobs you did that are not covered in the categories above. Include items such as: letters typed for instructor; materials duplicated, collated, stapled; papers filed for instructor; papers proofread; etc.

COMMENTS:

OFFICE MANAGER—EVALUATION FORM

Name ____________________ Dates: From ________ to ________ No. Days Absent ________ TOTAL POINTS ________

					TOTAL
Knowledge of job: Did manager possess information, abilities, and/or skill to carry out assignments required in his job?	Required considerable coaching. 6	Had adequate knowledge of work. 8	Well informed on job; needed little help. 12	Had an exceptional knowledge of work. 14	
Dependability: Reliability in the execution of assigned tasks; dependability in following instructions.	Required frequent follow-up even on routine. 8	Generally followed instructions; needed some follow-up. 11	Work was usually well done and on time. 14	Could always be depended on. 18	
Cooperation: How pleasantly did manager work with classmates? Attitude toward supervision—how promptly and pleasantly manager responded to suggestions to lend a hand if necessary.	Cooperated only if asked. 6	Usually cooperated; acceptable attitude. 8	Good team worker; showed cooperative attitude and actions. 12	Always congenial; went out of way to be helpful to others. 14	
Completeness and accuracy of work: Did the manager complete all work assigned each day? Accurately? Was sufficient volume of work accomplished?	Poor quality; rather careless; below standard. 8	Quality of work usually meets standards. 11	Highly accurate, seldom makes errors; work completed. 14	Work always accurate, neat; meets highest standards. 18	
Flexibility and adaptability: How fast did manager learn? Amount of instruction needed to teach manager new duties? Did manager adapt easily to new conditions? Was manager confident of his ability to learn?	Makes no effort to learn. 5	Learns with some difficulty in average time. 8	Learns rapidly; retains instructions. 10	Requires practically no teaching. 12	
Personal characteristics: Appearance, personality, integrity, housekeeping.	Generally unsatisfactory. 5	Passable 8	Good 10	Excellent 12	
Attendance: Consider frequency of absences as well as lateness.	Undependable; no reasons for absences 8	Frequently absent or late 8	Occasionally absent or late 10	Record excellent 12	

COMMENTS:

90-100 = A
80- 89 = B
70- 79 = C
60- 69 = D

Total Points =
Equivalent Grade =

Human Relations in the Working World

Understanding Human Relations

Unit Objectives

To define human relations with oneself, fellow employees, boss, and customers. After the definition comes understanding. Students will be provided with the social and working competences required of working and relating together in business settings.

UNIT OUTLINE

I. Human relations and job attitudes
   A. Relations with oneself
   B. Relations with fellow employees
   C. Relations with one's boss
   D. Relations with customers

II. The students will understand that the focus on human relations begins with:
   A. Oneself
   B. Co-workers
   C. Supervisors
   D. Customers

III. The study of human relations must begin with a study of oneself—getting to know and like oneself. This is important before a good relationship can be established with oneself.

IV. Relationships with co-workers
Relationships with supervisors
Relationships with customers

V. Success through human relations

Success in a career requires knowledge through education.
   A. Technical knowledge
   B. People knowledge

You must know about human relations.
You should like yourself.
Success requires knowledge through education.
Technical knowledge is knowing a skill.
People knowledge means you get along with people.

Questions for thought
   1. What makes you like to be with your friends rather than strangers?
   2. Why do you want to be praised for doing well?
   3. What makes you want, or not want, to follow school rules?
   4. How do you feel when you solve a problem, make a new friend, win an award, do something well that is difficult?

C. Five main words:
   1. Human relations
   2. Yourself

3. Your co-workers
4. Your supervisor
5. Customers

D. Spelling and definitions:
1. Cooperation—helping your co-workers so that the work goes smoothly
2. Knowledge—information that is acquired through learning
3. Technical knowledge—what you know about the job itself—the skills you have
4. People knowledge—knowing how to get along with your co-workers and your employer
5. Termination—end of something, e.g., fired from the job
6. Inconsistent—easily changeable
7. Self-conscious—ill-at-ease, uncomfortable
8. Unpredictable—always doing the unexpected things

E. Five sentences will be given from this lesson, with instructions to underline subjects once, and verbs twice.
1. You should know and like yourself.
2. Cooperation means success in business.
3. Cooperating with co-workers is necessary.
4. Success requires knowledge through education.
5. You must have technical and people knowledge.

Self-Understanding

I. The study of human relations begins with the study of the most important relationship you have—with yourself.

There are five main ideas:

A. Self-image—what you think of yourself.

B. Values—are personal beliefs that tell a person what is right and just. They are beliefs that something is worthwhile. Values give meanings to your decisions. Values are learned, not inherited. They are learned from the environment.

Listed below are some of the Indians' values.

1. Bravery—doing something hard without showing fear or running from it. When two cultures live, one surrounded by the other, as the Indian and non-Indian cultures live today, the only area in which the Indian culture must be like the non-Indian culture is in the area of making a living. Beyond this, they may be as Indian as they like.
2. Individual freedom—In the Indian system, a person decides—not to do anything he wants—but to do the right thing which he learns from the advice of his elders. The one who uses his individual freedom in the right way does better because
   a. he has only himself to blame if he fails, and
   b. he alone gets credit for the action when he succeeds, and this, in turn, makes him prouder of himself. The prouder we are of ourselves, the happier we are.
3. Generosity and sharing—In the Indian world, any contribution, such as a great idea, contributes to human happiness. The Indian value of generosity and sharing says, "It is better to share than to get things just for one's self."
4. Wisdom—is directed toward
   a. understanding and getting along with people
   b. understanding the world around us—people are judged by what they *are* inside and not by what they have. Values are learned, not inherited.

C. Human rights—the concern for human rights is based on both written and unwritten laws. Justice means what is right for everyone in the world. People place people first in a just world.

D. Equality—all men should have equal opportunities.

E. Creativity—all people have the ability to be creative—that is to have new ideas and to make things that have never been made before. Creativity is not just part of art or music. One can be creative and original in the way one deals with everyday living.

II. There are four main words which will need to be spelled and defined correctly. They are:

A. Genuine—means being yourself.

B. Trustworthy—people believe in you. They can tell you things and you won't tell them to other people.

C. Goals—an objective—something you really want to do.

D. Priority—the process of deciding what is important to do today, tomorrow, next week, etc.

Human Relations with Fellow Employees

I. There are six main ideas:

A. Attitudes—your work, whatever it is, requires that you treat your co-workers with respect and consideration.

B. Cooperation—helping your co-workers so that the work goes smoothly.

C. Tact—knowing when to speak and how to say things in a way that is not offensive.

D. Dependability—a valuable employee is one who comes to work regularly and can be depended on to complete the work he/she is supposed to do.

E. Punctuality—Every employer expects the employees to arrive on time and to follow the set work schedule.

F. Not imposing on others by—
1. Calling in sick when not in the mood for working
2. Taking extra long breaks
3. Failing to cooperate
4. Coming to work late and leaving early.

II. Exercises—unit words—define, in context

A. Consideration
Respect
Cooperation
Dependability
Punctuality
Loyalty

B. Write or type a sentence using these words in a sentence.

III. Some of the following words are misspelled. Write or type all the words, correcting the spelling when necessary.

neighbor
factorys
defenite
receive
attorneys
embarass
enjoyes
privilage
exaggerate

IV. Write or type each of the following sentences, making all necessary corrections:
  A. The phone ringing when he entered the room.
  B. Henry arrived at the office at 8:45 he started checking bundle of incoming mail.
  C. Betty looked at the letter she couldn't remember if she had answered it.
  D. Danny decided that for his summer vacation he would visit the west coast.
  E. The letter was received on monday, march 14.

V. Answer these questions in complete sentences. You will be expected to have correct punctuation. If you don't know the meanings of any words, you will be expected to look in the dictionary to find them.
  A. What can you do to display proper social attitudes?
  B. How do you show your trustworthiness and loyalty to your employer?
  C. Why is regular attendance important on the job?
  D. What can you do to ensure that you will be punctual every day?

Human Relations with Employers

I. You will learn how to:
  A. Better understand your employer
  B. What your employer expects of you
  C. What it would be like to be an employer.

II. Words or ideas you need to understand:
  A. Profit-making—making a profit means having extra money after all the costs of doing business have been paid.
  B. Non-profit institutions—service organizations such as governmental, educational, and charitable.
  C. Traits—quality, characteristics
  D. Competence—things are done well
  E. Loyalty—you take care of your employer's business by not spending time in your own personal business and you don't say anything or do anything that would be harmful to that business.
  F. Trustworthiness—people believe in you. They can tell you things and you won't tell them to other people
  G. Honesty—being truthful in all things
  H. Responsibleness—dependability—one who comes to work regularly and can be depended on to complete the work he/she is assigned to do.
  I. Industriousness—hard work that is done well

III. Write or type each of the following sentences, underlining the nouns once and the pronouns twice.
  A. Fred filed the carbon copy of the letter he wrote to Mr. Russo.
  B. After Laura was given a test in arithmetic, when she applied for a part-time job, she realized the importance of studying math in school.
  C. Sandy was told by the supervisor that her work was improving.
  D. Sara was hired as a file clerk, but was told that she would also have to do some typing.
  E. All companies expect their employees to dress properly.

IV. An employer has many responsibilities. Some of them are:
  A. Make sure the business has a reputation for honesty and quality.
  B. Make sure the business pays all its debts.
  C. Have a good relationship with its suppliers.
  D. Have a good relationship with the community.
  E. Keep accurate financial records.
  F. Keep the areas around the business neat, clean, and safe.

Human Relations with Customers

I. It will be decided:
  A. Who is a customer?
  B. Why the customer is important.
  C. Why customers keep coming back.
  D. How one deals with all types of customers.
  E. Is the customer always right?

II. Three main reasons why customers come back are:
  A. Good products
  B. Good service
  C. Goodwill

  The first two may be rather easy to do, but without the third, the business won't last.

  D. The various forms of goodwill are:
    1. Good reputation of the business.
    2. Generosity.
    3. Friendly attitude and manner.

III. Spelling and definition
  A. Customer—purchaser—one who buys
  B. Reputation—good (or bad) name—what the public thinks of that business
  C. Generosity—unselfishness, sharing
  D. Attitude—outlook, feeling, emotions, may be good or bad
  E. Recognizing—recall, understand, or think of something previously known

IV. English usage—When two or more independent clauses are joined together in a single sentence, the usual connecting words are *and, but, or, since,* and *for.* To correct a *run-on* sentence, add a connecting word, or separate the clauses with a period.

  Correct the following run-on sentences by adding a connecting word or by inserting a period:

  A. Paul proofread the letter he found four typing errors.
  B. Jack was used to typing on the electric typewriter he typed just as fast on the manual machine.
  C. The company was forced to declare bankruptcy it was unable to pay its bills.
  D. I wasn't able to finish the letters I had to help the supervisor.
  E. Helen is well liked as a receptionist she is always courteous to all visitors.

Human Relations and Communication

I. It will be decided:
  A. The definition of communication. Communication is the sharing of a message or an idea and the understanding between the sender and receiver of the message.
  B. The importance of good listening and why people don't listen well. There are three reasons:
    1. People think faster than they speak.
    2. Emotions block out certain messages.
    3. Planning a reply gets in the way of listening.

C. How to improve listening habits:
  1. Encourage others to talk.
  2. Use nonverbal actions to encourage the person who is talking.
  3. Take advantage of your fast working mind.
  4. When your mind wanders—admit it.
  5. Don't interrupt.
  6. Prevent emotional deafness.
  7. Listen for feelings as well as facts.

D. Official and unofficial communication.
  1. Official or formal—shows the official
    a. Line of authority
    b. Area of responsibility
    c. Line of communication
  2. Unofficial or informal
    a. Grapevine
    b. Rumors

  By understanding the limitations of communication, both formal and informal, human relations can be improved.

E. Write or type five sentences using the following words in a sentence.
  1. Courtesy
  2. Guarantee
  3. Describe
  4. Privilege
  5. Schedule

The Job You Want—How To Get It

I. You can get a job
  A. Start at school.
  B. Read the want ads—the students will search the help-wanted columns in the newspapers to find advertisements that interest them, and copy.
  C. Don't just sit and wait—visit all types of employment offices.
  D. Consider every possibility, using available resources.
  E. Make yourself known.
  F. Preparing for job activities exercises will be done.

II. Introduce yourself on paper by:
  A. Getting to the point.
  B. Telling why you are the one for the job.
  C. Telling the employer what you can do.
  D. Getting permission from references.
  E. Asking for an interview.
  F. Reviewing what you have done.
  G. Not forgetting your data sheet.

III. Your application form expresses you by:
  A. Selling your abilities.
  B. Telling about you and what you can do.

IV. Interviews—what to do:
  A. Preparing for it.
  B. Your appearance can help you or hurt you.
  C. Know what to say about yourself.
  D. Know what to say about salary.

V. Your first day on the job:
  A. Don't expect to learn everything the first day.
  B. Time is money, use it wisely.
  C. Don't be afraid to say, "I don't know."
  D. There are reasons behind the rules.
  E. Everyone starts at the bottom.
  F. Your company's success is your success.
  G. The harder you work, the farther you go.

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Test Items on Cooperating with Fellow Students and School Personnel

Instructions to students: It is important to be able to get along with school personnel. Read the following statements. Based on your ability, willingness, and desire to do each of the items, place a check mark (✓) in the "Yes" or "No" column to indicate your answer.

	YES	NO
1. Can you accept older people's judgment because their experience is greater than yours?		
2. Can you be depended on to do a job satisfactorily?		
3. Can you gain the respect of adults?		
4. Can you follow directions without argument?		
5. Can you accept correction without feeling hurt?		
6. Can you work without constant supervision?		
7. Can you complete a job once you start it?		
8. Can you be pleasant and congenial to adults?		
9. Can you accept disappointment without being discouraged?		
10. Can you assume responsibility for your actions?		

Instructions to students: It is important to be able to get along with your fellow students. Listed below are examples of traits that make you pleasant to be around. Rate yourself by placing a check mark (✓) in the "Often" column, the "Sometimes" column, or the "Never" column. There are no right or wrong answers.

	OFTEN	SOMETIMES	NEVER
1. I don't resent it if my opinions are not accepted by others.			
2. I can accept criticism without feeling hurt.			
3. I am able to overcome disappointment.			
4. I can control my temper.			
5. I am sympathetic towards problems of others.			
6. I don't mind being teased.			
7. I don't make excuses for my mistakes.			
8. I respect the opinions of others.			
9. I try to be considerate of others.			
10. I like to be with a group of people.			
11. I am friendly with others.			
12. I stand up for what I think is right.			
13. I can take directions from fellow students.			
14. I can accept responsibility in a group.			

Based on your own rating, list two traits you need to improve.

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Section F
Economic Awareness

Economic awareness is a fundamental goal of business education. As such, every business teacher needs to be prepared to deal with it in the classroom, regardless of the subject matter being taught. Individuals must be made aware of the impact of career decisions on their economic status. Since economic awareness is so much a part of business education and is dealt with extensively in separate subjects, the materials in this section are limited. The materials included provide business teachers with selective examples which can be used in most business classes.

Collecting Your Pay

When you take a new job, you and your employer agree on your rate of pay. It may be an hourly, weekly, or monthly rate. But when you get your paycheck, you may find that it is smaller than you thought it would be. Read Sharon's story to see why.

> Sharon knew just what she wanted to do with her first weekly paycheck. She had worked 40 hours a week at $2.40 an hour for a total of $96. But when she received her paycheck, it was for only $69.68! What had happened to the rest of her pay?

What Sharon didn't know was that some money would be taken out of her paycheck for taxes, insurance, and other payments—before she received it. These subtractions are called *deductions*, because the amount of money is deducted or taken away from a worker's pay by the employer before the paycheck is made out. Some deductions are required by law, such as Social Security and withholding tax. Deductions not required by law may include insurance payments, union dues, and retirement plan payments.

Finding out where her money went and why deductions were made helped Sharon get over some of her shock. Below is a copy of the statement that came with Sharon's check.

Using the company handbook, Sharon figured out the meaning of each part of her pay statement. The *FICA* (Federal Insurance Contribution Act) deduction is for Social Security. Sharon and her employer pay equal amounts into Sharon's Social Security account. She pays about 6 percent of her earnings, and her employer pays the same amount. When she reaches retirement age, Sharon will receive monthly Social Security checks. When she dies, her family may receive some money from her Social Security account. And if a doctor says she is physically unable to work (disabled) before she retires, she may be able to receive monthly disability payments.

Withholding tax is the federal income tax deduction. This tax helps pay the cost of running the government. The more money a persons makes, the more s(he) pays in income tax. Most beginning workers pay about 15 percent of their earnings for federal income tax. The law requires employers to deduct tax money from each employee's paycheck every pay period and send it to the federal government in Washington, D.C. This way, the employee pays only a little of his/her taxes at a time, instead of having to pay a large amount all at once.

EMPLOYEE'S PAY STATEMENT

General Services, Inc.
1234 Broad Avenue
Jamestown, Florida 33127

HOURS		EARNINGS					DEDUCTIONS					
Regular	Overtime	Regular	Overtime	Bonus	Other	Gross Pay	FICA	Withholding Tax	Health Insurance	Labor Union Dues	Credit Union	Net Pay
40	——	96.00	——	——	——	96.00	5.62	12.70	3.00	—--	5.00	69.68

At the end of each year, Sharon's employer sends her a statement that shows how much she has earned during the year, how much was taken out for Social Security (FICA), and how much was withheld for federal income tax. When Sharon files her income tax return, she gives the government a copy of this statement to show how much withholding tax she has already paid. If too much tax has been taken out each payday, she will get some money back from the government after she files her income tax return. If too little was taken out, she will have to pay the difference.

Sharon pays $3 a week for her company's *health insurance* plan. This helps pay for her hospital and doctor bills. She does not belong to a labor union, so no *union dues* are deducted. She does belong to her company's *credit union* (a special bank for employees). Sharon saves $5 a week by having the money deducted from her paycheck and put directly into her savings account at the credit union.

Sharon's total deductions are $26.32. Since her *gross pay* (total pay before anything is taken out) is $96.00, her *net pay* (the amount left after deductions are subtracted from gross pay) is $69.68 ($96.00 - 26.32 = $69.68). This is the amount that appears on her paycheck.

Deductions

1. The employee's pay statement shows that Sharon has four deductions on her paycheck. List the four deductions and what they are for, starting with the largest amount and ending with the smallest.
2. Here are some terms that might show up on a pay statement with your paycheck. Fill in the blanks below with the letter of the correct term.
   a. withholding tax
   b. health insurance
   c. gross pay
   d. total deductions
   e. FICA
   f. net pay
   g. credit union

   ____ federal income tax
   ____ the actual pay received after deductions have been made
   ____ all the deductions added together
   ____ Social Security; money for old age or disability
   ____ insurance to pay hospital and doctor bills
   ____ total amount of pay before anything is taken out

Check your answers with those below.

1. a. withholding (federal income) tax, $12.70
   b. FICA (Social Security), $5.62
   c. credit union, $5
   d. health insurance, $3

3. __a__ federal income tax
   __f__ the actual pay received after deductions have been made
   __d__ all the deductions added together
   __e__ Social Security; money for old age or disability
   __b__ insurance to pay hospital and doctor bills
   __c__ total amount of pay before anything is taken out

Learning About Fringe Benefits

In the last section you studied deductions, which are subtracted from your paycheck. Some of the deductions pay for benefits such as inexpensive health insurance and automatic savings at the company credit union. Many employers also offer other benefits that you don't pay for. Although these extras don't add money to your paycheck, they are worth money. These extras are called *employee benefits* or *fringe benefits*. They may make up for a smaller salary. Before you take a job, be sure to look carefully at the fringe benefits that may go with it. For example, which job in the following story would you rather have?

Jim worked as a salesclerk in a clothing store. He liked his job—the pay was good and the hours were short. One morning his friend Ron walked in. Jim felt sorry for him because Ron worked as a stock clerk in a large department store. Ron's salary was small, and the work was fairly hard. Instead of a pleasant showroom, he worked in a storage room.

"Hello, Ron. What are you doing here at this hour of the morning? Did you quit your job?"

"Oh, no," answered Ron, "I'm on vacation this week. I came to buy some clothes for my trip to Washington."

"Vacation? But how can you afford to take a vacation?" asked Jim. "You'll lose a week's pay."

"The company I work for has a paid vacation plan," answered Ron, looking through some slacks.

"Paid vacation? You mean they pay you even when you're not working?"

"Sure. It's one of the fringe benefits my company offers. There are other benefits too—retirement, holidays, health insurance . . . "

"Health insurance?"

"Yes. The company pays part of my hospital and doctor bills when I'm sick. Here, I think I'd like to try on these pants."

Jim started thinking; he remembered when he was sick last year. He lost money when he couldn't work, and he paid a lot of doctor bills. The last time he took a day off to go fishing, he lost that day's pay as well. Maybe his job wasn't so good after all.

There are many kinds of fringe benefits. Here are some of the more common ones:

INSURANCE PLANS

Health Insurance—Low-cost insurance to help pay the employee's hospital and doctor bills.

Life Insurance—Low-cost insurance that will pay a certain amount of money to a person named by the employee when the employee dies.

TIME OFF WITH PAY

Vacations—A certain number of days off each year for vacation, with pay; usually one or two weeks.

Holidays—Certain holidays off, with pay; for example, July 4, Labor Day, Thanksgiving, Christmas, New Year's Day.

Sick Pay—A certain number of days off each year for sickness, with pay.

BENEFITS REQUIRED BY LAW

Social Security—A federal government program that provides regular income to retired and disabled people.

Workmen's Compensation—An insurance program that pays workers if they are hurt because of their jobs.

Unemployment Compensation—A government program that pays workers if they lose their jobs through no fault of their own, for example, if the employer goes out of business. To qualify, the worker must be able to work, but unable to find another job.

OTHER BENEFITS

Retirement Program—Company programs that provide regular payments to the employee after retirement.

On-Site Medical Programs—Convenient, free, or inexpensive medical services.

Bonuses—Extra money given by some companies to their employees on special occasions such as Christmas.

Profit-Sharing Plans—Programs that allow the employee to buy company stock and earn profits (money) as the company grows.

Disability Benefits—Cash payments to an employee who is out of work because of a sickness or injury not caused by the job.

Education and Advancement Benefits—Free education and training for promotion, management training courses, on-the-job training.

Recreational Benefits—Company programs that provide discount tickets to amusement parks; sponsor team sports; and offer recreation areas, pools, or gymnasiums to employees.

Credit Unions—Special company banks that offer savings programs and low-cost loans for employees.

Fringe Benefits

1. Match the name of the fringe benefit with its meaning

   a. vacation
   b. health insurance
   c. workmen's compensation
   d. bonus
   e. unemployment compensation
   f. life insurance

   ____ You receive medical care and cash payments after being hurt on the job.
   ____ You receive cash payments if you lose your job through no fault of your own.
   ____ The hospital and doctor bills would really hurt you without this.
   ____ You receive an extra check for $25 at Christmas.
   ____ You have two weeks off, with pay, to use as you wish.

2. Answer *yes* or *no* to each of the following questions.

   a. Ralph was hurt while working at the new building site and will be unable to work for at least a year. Can he apply for unemployment compensation?
   b. The Speedo Printing Company has gone out of business. Now Janet is out of a job. Can she apply for unemployment compensation?
   c. After three years with the James Fabric Company, Henry has been laid off. Can he apply for workmen's compensation?
   d. Karen can't work for a long time because she was badly injured at the chemical plant where she used to work. Can she apply for workmen's compensation?

Check your answers against those below.

1. Did you match each fringe benefit with its meaning?

   c (workmen's compensation)—You receive medical care and cash payments after being hurt on the job.
   e (unemployment compensation)—You receive cash payments if you lose your job through no fault of your own.
   b (health insurance)—The hospital and doctor bills would really hurt you without this.
   d (bonus)—You receive an extra check for $25 at Christmas.
   a (vacation)—You have two weeks off, with pay, to use as you wish.

2. a. No. Ralph is unable to work because of his injury; so he does not qualify for unemployment compensation. Since he was injured at work, he can apply for workmen's compensation.
   b. Yes, if she cannot find work. Janet qualifies for unemployment compensation because she lost her job through no fault of her own and she is available for work.
   c. No. Workmen's compensation is for workers who are *hurt* on the job.
   d. Yes. Since Karen was injured on the job, she can apply for workmen's compensation.

Learning Smart Shopping Rules

Whether you earn a salary, or have only your allowance or Christmas money to spend, you'll find that your money will go further if you use good buying practices. If you shop carefully, you'll get more for your money.

Sarah's old watch broke and she decided to buy a new one instead of getting the old one fixed. She went to the jewelry store near her office and bought a watch that she liked for $33. She was very pleased with her new watch until she saw the same watch in another store for $25!

There is no law to stop one store from selling something for more than another store. Each store decides what to charge for the things it sells. Therefore, it is up to you to compare prices before buying. Here are some guidelines for smart shopping.

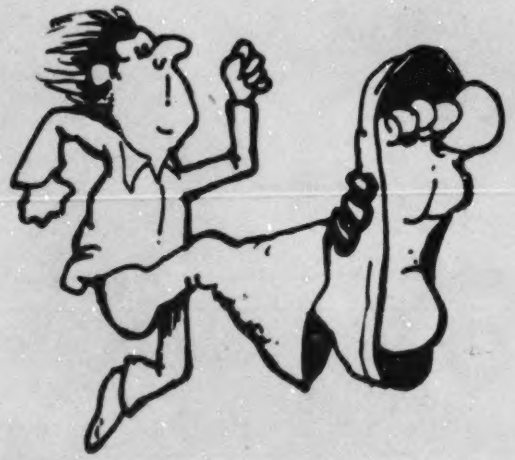
Smart Shopping Rules

Think ahead. Think about what you will buy before you go shopping. Look at your budget and decide what to buy and how much you can afford to pay for it. Make a shopping list and take it with you. Check off each item on the list as you buy it. Don't forget to think about upkeep. For example, if you have a choice between a shirt that needs to be dry-cleaned and a shirt that costs a little more but can be washed, it is a good idea to buy the washable shirt. In the long run it will cost you less, because dry cleaning is expensive.

Buy only what you need and will use. Don't get carried away when you go shopping. Just because something is on sale or looks pretty at the moment doesn't mean that you should buy it. Buy only what you really need and will use. Don't waste your money or you may not have enough to buy the things you really need.

Compare prices. Shop around. Remember Sarah's watch! Before you make a purchase, find out what other stores charge for the same item. Every store has both high- and low-priced items. Just because a store has the lowest price on watches does not mean it will also have the best price on rings.

Compare quality. Don't be fooled by cheap imitations. If one store is selling an item for much less than another store, look closely before you buy. Are the items really the same, or is one better than the other in some ways? Sometimes an item costs more because it is of higher quality and will last longer. It is better to buy an expensive pair of shoes that will last than to buy a cheap pair that will fall apart after they've been worn a few times.



Compare quantity. Don't be fooled by big boxes. Sometimes goods are boxed so that they look as if they have more in them than they really do. This is common in grocery stores. For example, just because one box of cookies is larger than another doesn't mean that it has more cookies in it. You can tell which one weighs more—that is, which one is the better buy—by reading the weight shown on the outside of the box.

Wait for sales. If you plan your spending carefully, you can sometimes wait for an item that you need or want to go on sale. Make sure that the item is really marked down in price. Some stores put up signs that say "sale," but the prices are just as high as usual. Also, remember not to buy an item *just* because it is on sale. Buy it only if you really need it.

Look for guarantees. A guarantee is a statement on paper promising that the maker of an item or the store that sells it will give you your money back, or will replace the item, if it doesn't work. Try to buy guaranteed items whenever you can. Remember, though, that a guarantee is only good if you have it in writing.

Beware of credit buying. With credit you can get what you want now and pay for it later, usually paying only a little at a time. But you should avoid buying on credit for two reasons. First, high interest (borrowing) charges are almost always added to the costs. Second, it's easier to overspend when you use credit. If you buy too much and can't pay the money you owe when the bills come in, you'll lose your good credit rating. You'll learn more about credit in the next section.

Calendar of Sales

Everyone knows that you can save money by buying a new car right before the new models come out. And everybody knows about January white sales. But there are other times during the year when you can find bargains on other items. Use this calendar of sales to find the best time for buying the item you want.

Month	Special Sales This Month
January	sheets, towels, pillows, furniture, large appliances, shoes
February	rugs, lamps, air conditioners
March	luggage, air conditioners, spring clothing
April	dresses, small appliances
May	sheets, towels, pillows, lingerie
June	building materials, lumber
July	bathing suits, summer clothing, radios, stereos
August	hardware, clothing, televisions
September	bicycles, dishes, gardening equipment, cars
October	school supplies, cars
November	stoves
December	post-Christmas sales, party items

Unit Pricing

Let's say you're at the grocery store, trying to choose between two boxes of cereal. Crackies weigh 32 ounces and cost $1.28. Smackies weigh 22 ounces and cost $1.10. To figure out which box of cereal is the better buy, you need to divide the price of the cereal by its weight, and then compare the price of one ounce of each cereal. You may need a piece of paper and pencil. To save their customers time and money, many grocery stores have already done this arithmetic and posted the price per ounce on the shelf near the item. This is called UNIT PRICING, because it gives the *price* of one *unit* of measurement (such as an ounce, a quart, or a pound) of an item. In the case of the two boxes of cereal, it's easy to see that Crackies cereal costs less per ounce than Smackies, and so it is the better buy.

Crackies cost:

$ .04 per ounce
32 ounces)$1.28

Smackies cost:

$ .05 per ounce
22 ounces)$1.10

Of course, unit pricing will save you money only if you're comparing items of equal quality. And remember, no matter how cheap Crackies are, you won't be saving money unless you like them and plan to eat them.

Shopping Habits

1. Here are the smart shopping rules you should follow:

- Think ahead.
- Buy only what you need and will use.
- Compare prices.
- Compare quality.
- Compare quantity.
- Wait for sales.
- Look for guarantees.
- Beware of credit buying.

After each example below, write in the smart shopping rule that the shopper has *not* followed.

a. Juan went to the grocery store to buy breakfast cereal. The two cereals that he liked most were the same price, so he bought the one in the largest box. He did not look to see how much each one weighed.

b. While Doug was doing his Christmas shopping he decided to stock up on Christmas cards for next year. A few weeks later, on the day after Christmas, all of the Christmas cards in town were on sale for half price.

c. Kathy went to the department store to buy a dress to wear to work. On her way to the dress department she saw a beautiful evening gown. She knew she didn't have anywhere to wear it and she didn't need it, but it was so beautiful she bought it anyway.

d. Carla was looking at small stereo sets in Super Sound Shop. She planned to save her money until she had enough to buy her own set, but the salesclerk talked her into buying one now on credit. Carla is unhappy now because she's paying a lot of extra credit charges.

e. Lou was proud of his new boat and was eager to show it off to his friend Chuck. But when Chuck told him that he could have bought the same boat somewhere else for a lot less money, Lou wasn't so happy anymore.

f. While Jerry was shopping for a toaster, the salesclerk recommended Brand X. It cost a dollar more than Brand Y but it came with a written guarantee. Jerry didn't want to spend the extra dollar, so he bought the toaster without the guarantee. Two weeks later, his toaster broke.

g. Beth was about to buy a new blouse when her friend Kelly told her where she could buy a similar blouse for less money. Beth went right out and bought the cheaper blouse. When she got home, she found that it was not really the same blouse at all. It was poorly made and would not last very long.

2. Place a check (✓) in front of the situations that show good buying practices.

a. James plans what he will buy before he goes shopping.

b. Betty buys everything at one store.

c. Gerry buys on credit whenever he can.

d. Rosa tries to buy items that have a guarantee.

e. Lester always buys the biggest box of detergent, but never looks to see how much the boxes weigh.

Check your answers here.

1. The shoppers broke the following rules:

a. Compare quantity.
b. Wait for sales.
c. Buy only what you need and will use.
d. Beware of credit buying.
e. Compare prices.
f. Look for guarantees.
g. Compare quality.

2. ✓ a. James plans what he will buy before he goes shopping.
b. Betty buys everything at one store.
c. Gerry buys on credit whenever he can.
✓ d. Rosa tries to buy items that have a guarantee.
e. Lester always buys the biggest box of detergent, but never looks to see how much the boxes weigh.

Significance of Credit Buying in Our Economy

OBJECTIVE: *Each student will become aware of the significance of credit buying in our economy.*

STRATEGY: The teacher plans to present a history of credit purchasing. Preparations are made for small group field trips to different lending agencies. The students are to discuss the arguments for and against credit buying. Each student plans to develop a paper on his or her view of an economic system without credit.

ACTIVITY: The students read about credit purchasing.

Small groups of seven to ten students visit a bank, savings and loan association, credit union, or finance company. Each group shares the information gathered about the types of credit service offered by each of these businesses.

The class discusses the arguments for and against credit purchasing.

The students view films such as *Banks and Credit, Consumer Education: Installment Buying,* and *Consumer Education: Retail and Credit Buying.*

The students present individual reports on their views of an economic system without credit.

RESOURCES/MEDIA: Textbooks, films, community resource facilities, credit information from lending agencies.

EVALUATION: The teacher evaluates individual reports on the significance of credit buying in our economy. Each student prepares a list of occupations in financial institutions.

Buying on Credit

You do not always need cash to buy the things you want. Sometimes you can buy on credit. With credit you can get what you want now and pay for it later, usually a little at a time. That makes it very easy to buy things—sometimes too easy. When you buy on credit, it is often hard to keep track of everything you have charged (bought on credit). You buy a little something here and a little something there, and before you know it, you owe more money than you can pay back. The things you buy on credit end up costing you more because you don't pay just the price of the item you buy. You must also pay an interest charge. Look at what happened to Sidney.

> Sidney James used to be a smart shopper. He never borrowed money and he always paid his bills on time. The trouble

> started when Sidney got a few credit cards. Then when he saw something that he wanted to buy, he didn't need any money in his pocket. All he had to say was, "Charge it, please." Sidney never bought anything big, but he did buy a lot of odds and ends. Within a few months, Sidney was deep in debt. He didn't have enough money to pay his bills.

Sidney, like many other people, learned the hard way about the dangers of credit. Credit buying is very popular in our society. Although many shoppers use credit, a lot of them get into trouble because, like Sidney, they don't know how to use it wisely.

Let's look at some of the dangers of credit buying.

- **It costs more to buy on credit.** When you buy on credit, the store charges you interest on what you owe. Interest can cost as much as 18 percent a year. So when you buy an item on credit, you pay more for it than you would if you had saved your money and paid cash. For example, suppose you are going to buy a $250 TV. If you save and pay cash, the TV will cost you $250. If you buy it on credit and pay for it over a two-year period at an 18 percent interest rate, the TV will cost $300! You will be paying an extra $50 for buying on credit.

- **Credit discourages shopping around.** People who have credit at one or two stores usually do most of their shopping there even though they might be able to buy things more cheaply in other stores. Credit makes buying so easy that many people don't bother to look around for better buys.

- **Credit makes it easy to spend too much.** Remember Sidney and his bills! Instead of counting their money to see if they have enough to make a purchase, many people just say, "Charge it, please." They don't realize how much they have charged until they get the bill at the end of the month.

- **You will get into trouble if you don't pay your bills on time.** If you can't make your credit payments when you are supposed to, you may have problems, such as paying late charges, losing the item you've bought, losing the money you've already paid, or losing your good credit rating (your reputation for paying your bills on time). Once you have lost your good credit rating, you will find it very hard to get credit again.

If buying on credit is so bad, then why does everyone do it? Well, credit can be helpful at times, especially in emergencies. With credit you don't have to carry around a lot of cash. You can pay for large purchases a little at a time and build up a good credit rating. Just remember to use credit carefully, because there are real dangers in using it.

The Dangers of Credit Buying

1. It costs more to buy on credit.
2. Credit discourages shopping around.
3. Credit makes it easy to spend too much.
4. You will get into trouble if you don't pay your bills on time.

The following items describe shoppers who forgot one of the four dangers of credit. After each item, write in the danger that was overlooked.

1. Reginald has a charge account at Duffy's Department Store. Now he does all of his shopping at Duffy's.
2. Ron enjoys his new credit card. He doesn't have to carry cash, yet he can always buy things. Ron is shocked when his credit bills arrive at the end of the month and he finds he has spent over $100.
3. Peggy used her credit account to shop the summer sales and charged so much that she couldn't keep up with the monthly payments. The store wrote her several letters about being late with her payments. She finally managed to pay off what she owed, but by then her good credit rating had been spoiled.
4. Phyllis wanted to buy a bike for $130. Instead of saving her money until she had enough, Phyllis bought it on credit. She ended up paying more than $140 for the bike.

Your answers should be:

1. Credit discourages shopping around.
2. Credit makes it easy to spend too much.
3. You will get into trouble if you don't pay your bills on time.
4. It costs more to buy on credit.

Paying Your Bills on Time

When you rent a house or use electricity, you receive a monthly bill. When you buy something on credit, you also promise to make monthly payments. Suppose that you do not make your credit payments. What happens then?

What happens will depend on what your contract says. A contract is a written agreement between you and the company you have credit with. The contract can require you to pay the rest of what you owe immediately. Or you may have to give back the item as well as some of the money that you have paid on it. You could be charged a late fee, or even be taken to court. Be sure to read your credit contract carefully—and understand it—*before* you sign it.

You may lose more than the item and the money you have paid on it. You may also lose your good credit rating. Without good credit it will be hard to get credit in the future. This is because when you apply for credit at one store, they check up on you by calling other stores to see if your credit is good. The store wants to know if you are a good risk—that is, if you pay your bills on time. People who are bad credit risks can't get credit. Look at what happened to Robin.

> Robin bought a stereo on credit. Before long, she got behind in her payments and could not pay her bills on time. At first the store told Robin that she would have to pay a late fee of $15, but she couldn't pay that either. Then the store took back the stereo and gave her a bad credit rating. Later, when she went to another store, she was not allowed to buy on credit because of her bad credit rating.

Remember: if you do not make your credit payments you may—

- Lose the item that you purchased.
- Lose some or all of the money you paid in.
- Get a bad credit rating.
- Have to pay a late charge.
- Be taken to court.

Failure to Pay

Alex has missed two car payments. What may happen to him? Put a check (✓) in front of the things that are likely to happen.

1. The bank may take his car back.
2. Alex may have to pay a late charge.
3. The bank may give Alex a good credit rating to get rid of him.
4. The bank will feel sorry for Alex and give him another chance.
5. The bank may keep some of the money that Alex has already paid.

Check your answers.

✓ 1. The bank may take his car back.
✓ 2. Alex may have to pay a late charge.
3. The bank may give Alex a good credit rating to get rid of him.
4. The bank will feel sorry for Alex and give him another chance.
✓ 5. The bank may keep some of the money that Alex has already paid.

Keeping and Developing a Budget

One way to avoid using credit is to plan your spending carefully. When you receive your paycheck you may find that as much as one-fourth of your salary has been withheld in deductions. How will you spend what's left? Will you save some of it? How much? Your budget answers these questions.

A budget is a plan for spending money. Keeping a record of your expenses helps you get the most out of your paycheck. Your budget will help you decide whether you can afford to buy something. This story about Jerry's money problems shows the need for a budget.

> Jerry works on the docks and earns $300 every two weeks. His deductions total $53, so he takes home $247. But he never seems to have any money. Jerry pays his bills when they come in, and when he has money he buys what he likes. His money never lasts long, though. The day before payday, Jerry usually has to borrow money to buy gas or groceries. If his car breaks down, he doesn't have enough money to have it repaired. Jerry needs to plan his spending wisely so he doesn't run out of money.

If Jerry had a budget and stayed with it, he would have enough money to cover his regular bills and the unexpected ones.

A budget will do five things for you.

• **A budget will tell you where your money is going.** Have you ever run out of money and wondered what happened to all of it? Your budget will show you exactly where and how you spend your money. You may want to change your spending habits when you see the kinds of things you spend your money on.

• **A budget will help you plan how to live on your pay.** A budget shows you what your regular bills are (such as food, rent, and car payments) and lets you know how much money you have left over after you pay them. In this way, a budget tells you what you can afford to buy. It will also tell you when you can afford a large purchase and when you must wait.

• **A budget will give you records to use in filling out your tax forms.** As you advance in your job, your finances will become more complicated. In time, they may be so complicated that you will need written records in order to file your yearly income tax return. Also, the federal government may question whether your tax form is correct and may want to see written records of many of your expenses. This is called an *audit*. Since the government may audit your tax return years after you have filed it, it's a good idea to keep your budget records in a safe place for at least six years. Don't throw them away!

• **A budget will help you save money for unexpected expenses.** By deciding ahead of time how you will spend your money, you can plan to put some aside for emergencies and special opportunities. You must save to be prepared for an unexpected doctor bill or to take advantage of a special sale on clothes or records.

• **A budget will help you plan for large purchases without borrowing.** If you want to make a large purchase, such as a TV, or a down payment on a car, you will probably need more money than you earn each week. That means that either you must save your money or borrow some. If you borrow money, you must pay a borrowing cost, called *interest*. Paying interest means that the item you buy will cost you more. But if you use your own money, there is no interest. Your budget will help you save money toward the purchase of expensive items. A budget will also help you set aside money for long-range goals such as getting more education or buying a home.

Your Budget

The people in these stories are having money problems. In what way would a budget help each person? Choose a reason from the list below and write it after the story.

- To tell you where your money is going
- To help you plan how to live on your pay
- To give you records to use in filling out your tax forms
- To help you save money for unexpected expenses
- To help you plan for large purchases without borrowing

1. Roberto just sat down to complete his federal income tax form. After looking over his W-2 form and the statement of interest from his savings account, he finds that he still doesn't have enough information to complete his tax return.
2. When Louise turned on her TV last night there was no sound, only a picture. She took her set to the shop and was told that it would cost $25 to fix it. Louise doesn't have any money saved, so she'll have to wait until next payday to get her TV back.
3. Richard bought a hamburger, milk shake, and french fries at the cafeteria. When he opened his wallet to pay the bill, he saw that he had $7. But he had $26 the week before. Where had the money gone? What had he bought? Richard was very upset. He knew that he had spent the money, but he couldn't remember where or how.
4. Linda drives a taxi cab. Instead of getting a paycheck every two weeks, she gets some money every day. She always has a little money in her purse, but never enough to make a large purchase. She does not have enough for a watch, so she must borrow money to buy one. That means that Linda has to pay some interest along with the money she borrows.
5. After graduating from high school, Jason took a job as a motorcycle mechanic. He moved into an apartment and began to live on his own. He bought an old car, a TV, and a stereo. But when his electric bill came, he didn't have the money to pay it. When his refrigerator was empty, he couldn't afford to buy groceries.

Check your answers with those below.

1. To give you records to use in filling out your tax forms
2. To help you save money for unexpected expenses
3. To tell you where your money is going
4. To help you plan for large purchases without borrowing
5. To help you plan how to live on your pay

Developing a Budget

You have just learned a number of good reasons for keeping a budget. Now you will learn how to use a budget to control your spending.

A budget is a written plan you use to keep track of your money. It lets you decide exactly how to spend your money. A budget tells you:

- how *much* money comes in and how *much* money goes out
- *where* the money comes from and *where* it all goes.

There are three basic steps in developing a budget. First, find out how you are spending your money right now. Make a list of how much money you get and where all of it is spent. Second, look at your list and decide what you want to change. Decide where you want to spend less money, and where you want to put more. Third, make a budget that will lead you to the goals you want to reach. Would you like to save more? Is there an expensive item you want or need to buy? Plan how you will spend your money so that you get the most value from it. The steps are simple.

1. Find out where you spend your money now.
2. Decide where you want to spend your money in the future.
3. Plan a budget that will give you the most for your money.

Once you decide to make a budget, you need to decide how much time it will cover. Do you want a weekly budget or a monthly budget? Most companies and stores send out their bills once a month. Therefore, most people find a monthly budget most useful. Be sure to fit everything into your monthly budget. If you are paid $100 each week, your monthly pay is about 4 weeks × $100, or $400. If you are paid $150 every two weeks, then you are paid about 2 × $150, or $300, per month.

If you are paid each week, you may want to use a weekly budget. In this case you will have to divide your monthly bills by four to know how much you'll need to put aside each week. If you have large expenses that come once a year, such as insurance, you may want to divide the total by 12 and put that amount in savings each month. Then you'll have the money in savings when you need it.

Norman Shelton has a problem. His friend Roger is driving a van out West in August. Norman wants to go with him, but he can't afford it unless he can somehow manage to save another $50. But how will he get the money? He never has any money left by the time payday comes around. So Norman decides to make a budget with the goal of saving $50 during the next two months. He follows the three basic steps in developing a budget.

1. *Norman finds out where he is spending his money now.* Norman's first task is to write down his current money habits by keeping a record of how much money he spends and where he spends it. The best way to keep a record like this is to use a budget worksheet. The worksheet lists a dozen or so broad headings that usual expenses come under.

Look at the budget worksheet in the next column. Notice that Norman has written down the source of his income and what each of his expenses is in the column marked "Item." The amount of each item is written in the "Present Spending" column.

Norman has put his expenses under the general headings listed on the budget worksheet. Here are some examples of the expenses that can be listed under these headings.

Food (groceries, snacks, eating out)
Housing (rent, mortgage, furniture, phone bill, electric bill, plumbing bill, repairs, garden supplies, property taxes, lawn mowing)
Transportation (bus fare, car payments, tune-ups, gas, bicycle)
Insurance (auto, home, life, health)
Medical and Dental (hospital, doctor, dentist, medicine, eyeglasses)
Clothing (sportswear, uniforms, safety gloves or hats, shoes, laundry, dry cleaning)
Savings (Christmas Club, payroll savings, savings account, emergency fund, credit union, vacation club)
Recreation (entertainment, books, sports equipment, records, bowling, stamp collection)
Personal (haircuts, makeup, jewelry, wristwatch)
Other (tuition, pets, gifts, postage stamps, Christmas cards)

Norman's Budget Worksheet ☑ monthly ☐ weekly

Type of Item	Item	Present Income	Change in Income	Future Income
Income				
Pay	*part-time job*	$160.00		
Allowance				
Other				
	Total Income:	$160.00		

		Present Spending	Change in Spending	Future Spending
Expenses				
Food	*lunch and snacks*	$ 24.00		
Housing				
Transportation	*car payment and gas*	44.00		
Insurance	*car insurance*	28.00		
Medical & Dental				
Clothing				
Savings	*Christmas Club*	20.00		
Recreation	*records, movies*	36.00		
Personal				
Other	*dog food*	8.00		

Total Income = Total Expenses
$160.00 = $160.00

Total Expenses:
$160.00

Now that Norman sees where all his money is going, he must decide where he wants his money to go from now on.

2. *Norman decides where he wants to spend his money in the future.* In order to save $50 in the next two months, Norman will have to save $25 a month. That is his goal. To save that extra money, he'll have to either get more income or cut down on his expenses. Since Norman is already very busy going to school and working part-time, he decides to cut his expenses. He will have to spend less money on some items. The question is, which ones?

There are two types of expenses in every budget: necessities and luxuries. Necessities are those things that you feel you must have. Necessities include things like food, medicine, a place to live, transportation to and from work, and taxes. Luxuries, on the other hand, are things that you want, but feel you can live without. Although food is a necessity, some kinds of food (like snacks, filet mignon, and imported cheese) would be considered luxuries by many people. On the same note, a fancy sports car will get you to work, but an economy car will get you there cheaper. One person may think of air conditioning as a necessity, whereas another person may consider it a real luxury. Each person must decide which things s(he) can do without.

Norman must cut back on his luxuries because his necessities are too important to cut back on. He decides that the trip out West is worth fewer movies, snacks, and records for two months. The money he saves on luxuries will go into savings for his trip.

3. *Norman plans a budget that will give him the most for his money.* Norman went back to his budget worksheet to decide where the $25 would come from. His $24 for lunch and snacks includes $4 for snacks. Norman doesn't need snacks, so he decides to give them up. That gives him an extra $4. Norman also thinks he spends too much on movies and records. From now on he will spend only $15 on them each month. This gives him another $21 for savings ($36 - $15 = $21). The $4 from snacks and $21 from movies and records gives Norman the $25 he wants to save for his trip. His new budget is shown on the worksheet below.

Norman's Budget Worksheet ☑ monthly ☐ weekly

Type of Item **Income**	Item	Present Income	Change in Income	Future Income
Pay	*part-time job*	$160.00	-0-	$160.00
Allowance				
Other				
	Total Income:	$160.00		$160.00

Expenses		Present Spending	Change in Spending	Future Spending
Food	*lunch and snacks (without snacks)*	$ 24.00	$-4.00	$ 20.00
Housing				
Transportation	*car payment and gas*	44.00	-0-	44.00
Insurance	*car insurance*	28.00	-0-	28.00
Medical & Dental				
Clothing				
Savings	*Christmas Club (savings for trip)*	20.00	+25.00	45.00
Recreation	*records, movies*	36.00	- 21.00	15.00
Personal				
Other	*dog food*	8.00	-0-	8.00

Total Income = Total Expenses
$160.00 = $160.00

Total Expenses:
$160.00 $160.00

Norman now has a budget that lets him meet his goal of saving $50. No two budgets will look alike, however. Each person must decide where s(he) wants to spend money. Only you can determine your financial goals. You cannot have everything you want, so you must decide what you can afford and what things you can do without.

Base your budget on your take-home pay or regular allowance. You may receive money for Christmas or your birthday, but you can't count on it every pay period.

You can't spend more than you have; so be sure that your total expenses are not larger than your total income. If they are, you must increase your income or decrease your expenses. This is called *balancing your budget*. The last line of the budget worksheet allows you to see if your budget balances by making sure that your total income equals total expenses.

How Much Do Other People Spend?

If you've been keeping your own budget, you know how much you spend for various items. But how do you compare with other people? There is no average budget or average family, but figures show that a typical family spends its income after taxes this way.

Item	Percent of Income Spent
Food	22.3%
Housing	14.5%
Transportation	13.6%
Utilities, home repairs, and improvements	14.4%
Clothing	10.1%
Medical and dental	7.7%
Recreation	6.5%
Personal	1.5%
Other	9.4%

Budget

1. Try to match the budget items on the right with the budget headings they go under. Write the correct letters in the blanks. Make sure that you use each letter.

Budget Headings	**Budget Items**	
____ Housing	a. football tickets	e. property taxes
____ Recreation	b. driver license	f. club dues
____ Transportation	c. lawn fertilizer	g. motor oil
	d. movies	h. furniture

2. Rhoda's goal is to save an extra $20 a month. Complete the budget worksheet on the next page for her. You must:
   - Decide where cuts can be made.
   - Show the cuts in the change column. (Try to spread the cuts over several luxury items instead of taking everything from one or two items.)
   - Add the $20 to savings.
   - Balance Rhoda's new budget.

Rhoda's Budget Worksheet ☑ monthly ☐ weekly

Type of Item **Income**	Item	Present Income	Change in Income	Future Income
Pay	*job*	$420.00		
Allowance				
Other				
	Total Income:	$420.00		

Expenses		Present Spending	Change in Spending	Future Spending
Food	*groceries and restaurants*	$ 60.00		
Housing	*rent, utilities, and phone*	120.00		
Transportation	*car payment, gas, and tune-ups*	50.00		
Insurance	*car, life, and health insurance*	30.00		
Medical & Dental	*prescriptions*	5.00		
Clothing	*clothes, shoes, dry cleaning*	30.00		
Savings	*regular savings*	40.00		
Recreation	*movies, scuba gear and lessons, auto shows*	40.00		
Personal	*visits to hairdresser, dance class, makeup*	25.00		
Other	*magazines and newspaper, gifts*	20.00		

Total Income = Total Expenses
$420.00 = $420.00

Total Expenses:
$420.00

Check your answers.

1. c,e,h Housing
   a,d,f Recreation
   b,g Transportation
2. Ask your instructor to show you *one* way that Rhoda could have made a new budget to save $20 a month. Your budget may look different, as long as:
   - ✓ You made your cuts in at least two types of items.
   - ✓ The total amount changed was $20.
   - ✓ Rhoda's monthly savings increased $20.
   - ✓ Rhoda's new budget balances at $420 a month (both income and expenses).

Everyone you've read about in this section increases his/her savings by spending less money somewhere else. But you can also increase your savings by increasing your income, perhaps with a part-time job.

Finding Out About Insurance

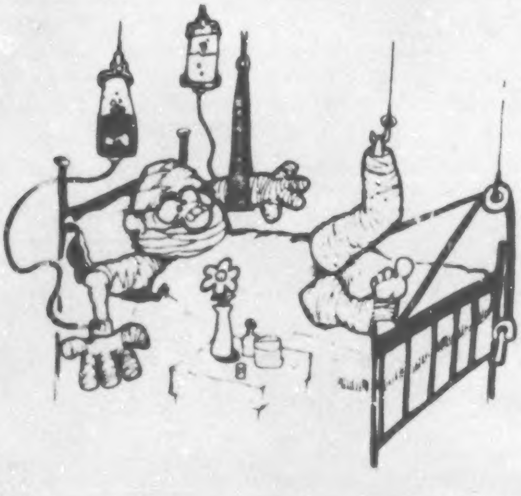
When you insure something, you pay an insurance company a certain amount of money every month or year. The company then promises to pay you some money if the person that you insured dies or is hurt or if the property is lost or stolen. For example, your health insurance pays for your hospital bills if you are sick or injured in an accident.

Having enough insurance is important. Bob found this out the hard way.

> Janet and Bob both had sports cars. Janet insured her car against theft (stealing) by paying $4 a month to her insurance company. Bob also had car insurance, but not against theft. Then one night both cars were stolen. Janet's insurance company sent her money to buy another car. Since Bob didn't have theft insurance, he didn't get money to replace his car. The next time Bob buys a car he'll buy theft insurance, too!

Insurance helps pay for such losses. There are many types of insurance. The main types are listed below.

- **Life insurance** makes sure that when you die a certain amount of money will be paid to your family or any other persons you choose.
- **Health insurance** helps pay your doctor or hospital bills if you are injured or become ill.



- **Homeowner's insurance** protects your home and the people and things in it. If your home burns down or your furniture is damaged by smoke, the insurance company will pay you for your loss. If someone steals your TV or gets hurt in your home, the bills will be covered by your homeowner's insurance policy. If you rent your home or apartment, you can get a similar policy for renters.

- **Automobile insurance** will help pay the bills if your car is stolen or is damaged in an accident. In Florida, drivers are required to have *liability* insurance, a special type of automobile insurance. Liability insurance pays for the damage to the other car if an accident is your fault. It will also pay the medical bills for the people in the other car. Liability insurance is required by law to protect the other person. Many drivers protect themselves as well by taking out other types of insurance too. If you want insurance on your own car, you may buy *collision* insurance. Then if the collision (accident) is your fault, your company will pay for the damage to your car. Collision pays *you*, liability pays *others*, for the damage that you did. *Comprehensive* insurance covers your car if it is stolen, burned, or broken into. In summary:

Liability pays *other* people if the accident is your fault.
Collision pays *you* if the accident is your fault.
Comprehensive pays *you* if your car is stolen, broken into, or burned.

Insurance

Not all insurance policies will pay you the full cost of the insured item if it is damaged or stolen. If you have a policy with $50 deductible, it says that you will pay the first $50 to repair or replace the item, and the insurance company will pay the rest of the cost. So if you have renter's insurance with $50 deductible and your $250 stereo is stolen, the company will pay you $200 to replace it. On the other hand, if your $40 radio is stolen, the company won't pay you anything. When buying insurance, decide if you want your policy to have deductible limits (such as $50, $100, $150). The higher the limits (the more money you must pay to replace or repair the item), the cheaper the insurance policy will be. But the cheaper policy may turn out to be the more expensive if the insured item is ever stolen or damaged. So make sure that you find out and understand the limits of your insurance policy.

Opening a Savings Account

If you save your money, you will have money to buy the things you want without having to borrow money and pay interest. Also, the money you put in a savings account earns interest for you. By saving money, you make money.

It's easy to open a savings account, and you can start one with as little as $5. Go to your bank, savings and loan association, or company credit union. Someone there will help you fill out the forms and show you how to deposit and withdraw your money. When you put money into your account, it is called a *deposit;* if you take money out, it is called a *withdrawal.*

There are several good reasons for opening a savings account:

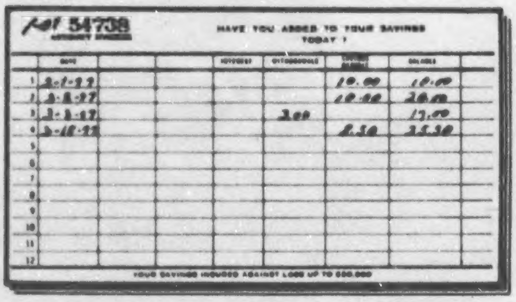
- **Your savings account makes interest money for you.** The bank pays interest on the money, that you save. For example, if you save $100, your money will earn another five or six dollars over the course of a year. Some types of savings accounts and some places pay a little more interest than others, so it's a good idea to shop around.
- **Your savings account can help you save for the future.** When you save money, you can make large purchases and meet unexpected expenses without borrowing. You can budget part of each paycheck to save for these goals or for an emergency. You will also have cash on hand if a good bargain comes along.
- **Your money is safe in a savings account.** If you keep your savings at home, the money could be stolen or destroyed in a fire. Banks and savings and loan associations have special government insurance to protect your money. So if your bank is robbed or burns down, you won't lose your money.
- **A savings account shows others that you are careful with your money.** Banks do not want to lend money to people who are careless with their money. By keeping a savings account, you show others that you can be trusted with money. Stores and credit card companies are more likely to give you credit if you have a savings account.

Saving money is a good habit. At first it may be hard to save money that you would rather spend. Before long, however, you will learn to live without that extra money. Also, you'll have the pleasure of watching your money grow and earn interest.

Filling Out a Deposit Slip

When you open your savings account, the teller gives you two *signature cards* to fill out. These cards are a record of your signature and will keep someone else from taking money out of your account by signing your name.

The clerk also gives you a passbook. The passbook is a record of your savings account. Each time you deposit (put in) or withdraw (take out) money, the teller writes the amount in your book. The amount of money in your account is called the *balance.* Look at Mary's passbook below to see what one looks like.



54738

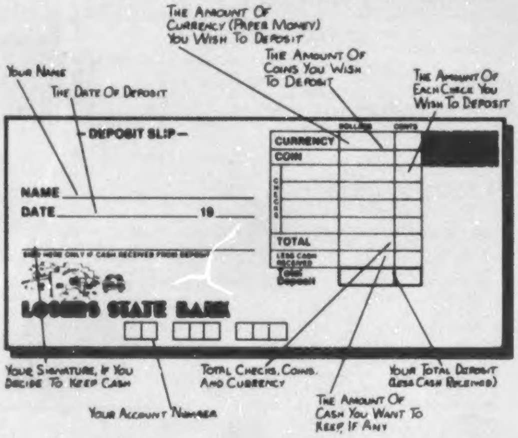
HAVE YOU ADDED TO YOUR SAVINGS TODAY ?

1	2-1-77					10.00	10.00
2	2-8-77					10.00	20.00
3	3-3-77				3.00		17.00
4	3-18-77					8.50	25.50
5							
6							
7							
8							
9							
10							
11							
12							

Line 1 of the passbook shows that Mary opened her account on February 1, 1977, by depositing $10. A week later, on February 8, she made another deposit of $10 for a balance of $20. On March 3, Mary withdrew $3, leaving her balance at $17. Then on March 18, she deposited $8.50, giving her a balance of $25.50.

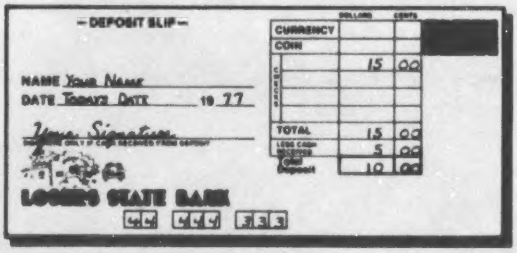
When you want to put in or take out money from your account, simply bring your passbook to the bank. Fill out either a deposit slip or a withdrawal slip and take it with your passbook to the teller's window. The teller takes your check or cash if you are making a deposit. If you are making a withdrawal, the teller gives you your money. The teller makes a record of the *transaction* (your deposit or withdrawal) in your passbook and returns it to you. Check to be sure that it shows the correct amount of your deposit or withdrawai and your new balance.

Each time you add money to your account, you fill out a deposit slip. All deposit slips do not look exactly alike, but all are filled out in about the same way. Let's look at one kind of deposit slip to see the information it contains.


The Amount Of Currency (Paper Money) You Wish To Deposit
The Amount Of Coins You Wish To Deposit
Your Name
The Date Of Deposit
The Amount Of Each Check You Wish To Deposit
– DEPOSIT SLIP –
CURRENCY
COIN
CHECKS
NAME
DATE
19
TOTAL
LESS CASH RECEIVED
Total Deposit
LOSSING STATE BANK
Your Signature, If You Decide To Keep Cash
Total Checks, Coins, And Currency
Your Total Deposit (Less Cash Received)
Your Account Number
The Amount Of Cash You Want To Keep, If Any

Sometimes you may not want to deposit all of the money that you have. Suppose that you have a $15 check and that you want to deposit only $10 because you need $5 for lunch. You would follow these steps.

- List your $15 check where it says *checks.*
- Write $15 where it says *total* since that is all the money you listed.
- Write $5 where it says *less cash received* since that is how much money you want to keep.
- Subtract the $5 you want to keep (*cash received*) from the $15 total. This will give you $10 for the *total deposit* to your account. Write $10 where it says *total deposit.*
- Sign (don't print) your name where it says *sign here only if cash received from deposit,* since you are keeping $5.



– DEPOSIT SLIP –

NAME Your Name

DATE Todays Date 19 77

Your Signature

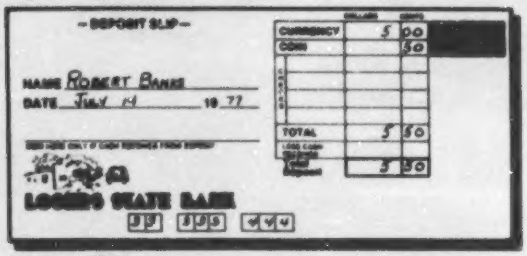
LOSSING STATE BANK

44 444 333

	DOLLARS	CENTS
CURRENCY		
COIN		
CHECKS	15	00
TOTAL	15	00
LESS CASH RECEIVED	5	00
Total Deposit	10	00

Deposits are not always that hard to make. Robert wants to deposit $5.50 in cash in his account. He has $5 in paper money (currency) and $.50 in coins. So he writes $5 where it says *currency,* $.50 where it says *coin,* and

$5.50 where it says *total.* He doesn't have to sign the deposit slip because he doesn't receive any cash.



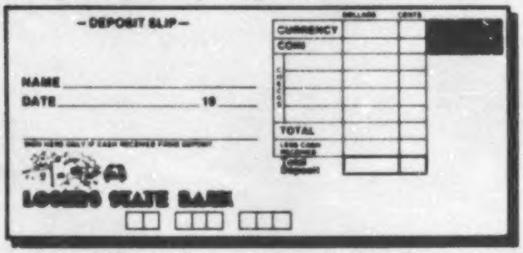
– DEPOSIT SLIP –

NAME Robert Banks
DATE July 14 19 77

CURRENCY	5	00
COIN		50
TOTAL	5	50
	5	50

Deposit Slips

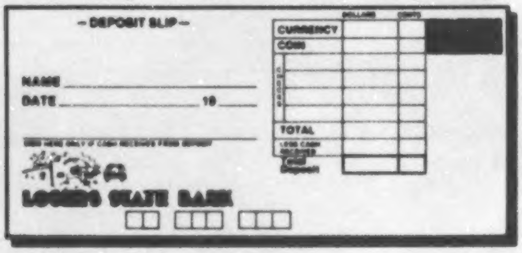
1. Roger Lump wants to deposit a $10 bill in his savings account. His account number is 32-222-312. Fill out Roger's deposit slip using today's date.



– DEPOSIT SLIP –

NAME
DATE 19

2. Louise Christie has two $10 checks. She wants to deposit $15 in her savings account and take $5 home with her. Her account number is 32-666-662 and the date is May 22, 1977. Fill out Louise's deposit slip.

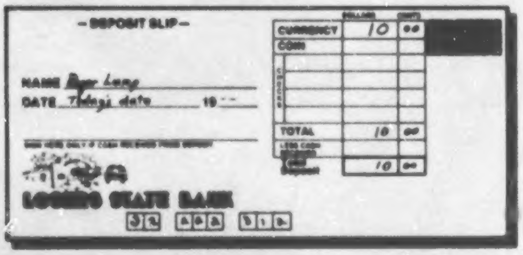


– DEPOSIT SLIP –

NAME
DATE 19

Check your work.

1. Roger Lump's deposit slip:

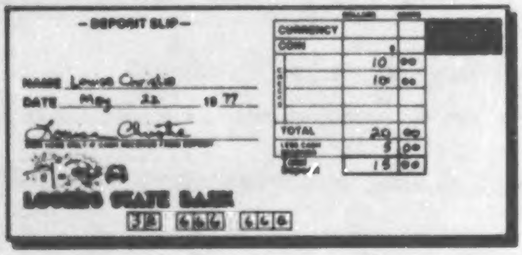


– DEPOSIT SLIP –

NAME Roger Lump
DATE Today's date 19 --

CURRENCY	10	00
TOTAL	10	00
	10	00

2. Louise Christie's deposit slip:



– DEPOSIT SLIP –

NAME Louise Christie
DATE May 22 19 77
Louise Christie

	10	00
	10	00
TOTAL	20	00
	5	00
	15	00

Borrowing Money

Even people who plan their budgets and savings to handle emergencies sometimes need more money than they have. When this happens, they need to know how and where to borrow money. The most important rule to remember about borrowing money is: *Don't borrow money unless you have to!*

The reason for this is simple. When you borrow money, you have to pay back more than you borrow because you must also pay interest (a borrowing charge). It probably won't be any easier to pay that money next month than it is this month; so why borrow when you can save your money and buy what you want next month—without borrowing and paying interest?

Of course, sometimes you must borrow. For example, buying a car usually means taking out a loan. For large expenses like that, you have no choice. Just be sure you know the best place to borrow the money.

There are several places where you may borrow money. The most common places are banks, credit unions, and loan companies. You may also borrow money on your life insurance policy, take your things to a pawn shop and get money for them, or borrow money by mail. But not all of these places will treat you the same. Some are good, safe places to borrow from because they charge low interest rates. Others take advantage of you by charging high interest rates.

These places are good sources of **low interest** loans:

- *Banks* are good places to borrow money. They lend large and small amounts of money and have low interest rates. To borrow here you must have a good reputation for paying your bills, that is, a good credit rating. You should always pay your bills on time so that you build a good credit rating.
- A *credit union* is a special bank that some companies have for their employees. Credit unions are good places to borrow money. It is easy to get a loan there, and the interest rate is low. Not all companies have credit unions, however, and so you may have to borrow from a bank instead.
- Borrowing on *life insurance policies* is another way of getting a low interest loan, but not everyone has the right kind of insurance to do it. Ask your insurance agent if you can borrow money on your policy.

These places charge **high interest** rates:

- *Loan companies* are not good places to borrow money because the interest rate is high. Some people go to loan or finance companies because they don't have a good enough credit rating to borrow from a bank.
- *Mail order loans* are a lot like finance company loans because they charge high interest rates. The only difference is that you do all of your business by mail instead of in person.
- *Pawnshops* are one of the worst places to borrow money. You can get a small loan by letting the shop hold some of your property, such as a camera or jewelry. The pawnshop owner (pawnbroker) will give you much less money than your property is worth, and the interest rate is high. If you do not pay back the loan on time, you will not get your property back. You could lose an item that is worth much more than the amount you borrowed.

This source charges **no interest:**

- *Borrowing from friends* is perhaps the most common kind of loan. If you forget your lunch money one day, it's all right to borrow the money from a friend. But it is not a good idea to borrow a lot of money from a friend, or even to borrow small amounts again and again. Your friendship won't last long.

Remember: Don't borrow money unless you have to! But if you *must* borrow money, get a loan from a place that charges *low interest*.

Low Interest Sources

- banks
- credit unions
- borrowing on life insurance policies

High Interest Sources

- loan companies
- mail order loans
- pawn shops

Interest Rates

As you've seen, interest rates on loans differ depending on where you borrow money. Other things can also affect the amount of interest you are charged on a loan. Are you a regular customer of the lending institution? If so, you may be charged a lower interest rate.

The type of loan you are taking out determines the rate of interest you are charged; for example, the interest rate on a home loan is lower than the interest rate on a car loan. Interest rates also vary with the length of time you take to pay back the loan. A higher rate of interest is charged for short-term loans, such as those for three months, but the actual amount of interest you end up paying is lower because you are paying it over a shorter period.

One final factor that influences the interest rate on loans is something you don't have any control over—changes in the national economy. If you plan to make a large purchase, such as a house, it would pay you to investigate current interest rates. If the current interest rates are very high, you may wish to wait awhile to see whether they come down.

Borrowing Money to Purchase a Car

OBJECTIVE: *Each student will be able to identify two methods of borrowing money for the purchase of a car.*

STRATEGY: The teacher plans to have each student select a new or used car that he or she would buy and explain how the car would be financed. Each student is to select two methods of financing a car from 10 methods presented. The use of percentage in purchasing, the benefits of comparison shopping for major consumer items, and the relationship of computational skills to personal economic issues are to be demonstrated through this activity.

ACTIVITY: The class visits two new car agencies and two used car agencies and receives information pertaining to the purchase of new or used cars.

An auto loan officer from a local bank visits the classroom to explain loan applications, interest rates, and the like. The students fill out their own applications.

A loan officer from a private lending agency visits the classroom to explain loan applications; interest rates, conditions of loans, and the like.

Each student develops a personal plan for purchasing a car, completes an application for a loan, describes the two selected methods of borrowing the money for the purchase, and details the percentage of interest to be paid over the duration of the loan and all other computational data required.

RESOURCES/MEDIA: Material from automobile manufacturers, the State Department of Motor Vehicles, automobile clubs, professional credit unions, local savings and loan companies, and local banks. (Classified sections of newspapers and *Kelly Blue Book* are valuable resources.)

EVALUATION: The students are evaluated on completion of their project assignments. The students' automobile purchase plans are grouped according to methods selected and presented orally, in student panel format, to the rest of the class.

Availability of Jobs

OBJECTIVE: *The pupils will be able to recognize and list occupations that are oversupplied and undersupplied at any given time.*

STRATEGY: Each pupil is asked to make a list of occupations that are most in demand and those that are oversupplied. The instructor should discuss how career planning is affected by job supply.

ACTIVITY: The pupils can interview parents and grandparents about jobs that existed when they were young but no longer exist. A follow-up session could be about jobs that may exist in the future but not now. Class projects might include keeping a running graph of available jobs listed in local newspapers. Field trips can be taken to observe supply or oversupply of employment. The class can discuss changing jobs as related to various industries such as manufacturing, bottling, and packaging.

RESOURCES/MEDIA: Publications from local employment offices.

EVALUATION: Each pupil should be able to list two jobs that are oversupplied and two jobs that are undersupplied and list 10 job areas that appear to have a good future or a questionable future.

Responsibilities of a Small Business Enterprise

OBJECTIVE: *Each pupil will be able to list five responsibilities of a small business enterprise.*

STRATEGY: The teacher plans to lead a discussion on types of small businesses. The pupils prepare a list of questions to ask owners of such businesses. Representatives of small businesses should be asked to participate in classroom discussions. Visits can be made to several local business establishments.

ACTIVITY: The pupils discuss and list different types of small businesses. They visit several local business operations. The class can view slides and films. The advantages and disadvantages of owning a small business can be listed.

RESOURCES/MEDIA: Speakers from local businesses, brochures from chambers of commerce, films from library.

EVALUATION: The pupils are asked to name three businesses and list five responsibilities of a small business.

Socioeconomic Status of Workers in Various Occupations

OBJECTIVE: *After selecting certain occupational clusters for study, the pupils will determine the socioeconomic status of workers in various occupations.*

STRATEGY: The teacher plans a unit on values, incorporating the concepts of consumer awareness and monetary gain as aspects of occupational choice. The contributions of workers and work to society are to be discussed.

ACTIVITY: The pupils investigate the salary ranges of the occupations they have selected. Workers are invited to visit the class and be interviewed. Jobs can be listed in accordance with the contributions they make to society. The pupils discuss values and valuing as they pertain to occupational choice, purchasing power, and contributions to society.

RESOURCES/MEDIA: Guest speakers. Charts, posters, and bulletin boards depicting jobs, salaries, and purchasing power of individuals who have various jobs.

EVALUATION: The teacher observes the group discussions and evaluates efforts the pupils have made on their projects.

Completing the Short Income Tax Form (1040A)

OBJECTIVE: *Each student will be able to complete and file the short income tax form (1040A) with competence and understanding.*

STRATEGY: The teacher plans to discuss the history of taxation in the United States and show films provided by the Internal Revenue Service. The class will be able to view and examine income tax forms (e.g., forms 1040A, W-2, and W-4), applications for a social security card, and appropriate income tax tables. The students can discuss where and how the tax dollar is earned and spent.

ACTIVITY: After individual reading assignments are completed, the students participate in a class discussion with a question-and-answer period. They view films and examine the different income tax forms.

Each student completes an application for a social security card and practices filling out Form 1040A.

RESOURCES/MEDIA: Teacher-prepared transparencies of Form 1040A, overhead projector, Internal Revenue Service (IRS) booklets (available from the local or regional IRS offices).

EVALUATION: Each student completes Form 1040A. The information on the form should be realistic to each student's situation; i.e., factual information if the student is employed and hypothetical income and withholding tax information if the student is unemployed. The teacher checks each form for accuracy. The employed students can submit their forms for tax refunds.

Classifying Community Workers As: Working with Things, Working with Data, Working with People

Learner Objective: Each learner will be able to identify contributions of 10 community workers, and classify them into the following categories: working with things, working with data, and working with people.

1. Explain to the entire group the categories of data-related work, people-related work, and thing-related work. Elaborate on the way the government employment services use this division of careers to classify occupations. Point out that not all jobs fit neatly into only one category.
2. Have learners prepare typed reports on one career from each category to be presented to the class as a whole after two days research.

Unit V
Bibliography

The purpose of this bibliography is to provide the business teacher with sources of career education materials. All sources of career education materials included in this handbook are annotated as are some articles and periodicals. Other periodicals, theses, and commercial sources are listed without annotation.

The bibliography, though not exhaustive, is selective and comprehensive. Other materials are available, particularly many that are commercially prepared, that might be useful for business teachers but could not be listed here. Most of the items that have been listed were sent in response to a request from the director of the NBEA task force on career education.

The materials included are classified as follows: (1) local, state, and national education agencies; (2) annotated periodicals; (3) other periodicals; (4) theses; and (5) commercial books and other curriculum materials.

Section A

Local, State, and National Education Agencies (Listings by State)

Alabama

Career Education Curriculum Model: A Guide for Teachers, Grades K Through 4. Montgomery: Alabama State Department of Education, 1976.

This guide was developed to provide a stimulus for integrating career education activities and goals into classroom subject areas. It is intended to serve as a conceptual framework for infusing the career education philosophy of the Alabama State Department of Education into the local education agencies for grades K-4. Sample objectives, activities, and resources are given.

Career Education Curriculum Model: A Guide for Teachers, Grades 5 Through 8. Montgomery: Alabama State Department of Education, 1976.

The purpose of this guide is to serve as a conceptual framework for infusing the career education philosophy of the State Department of Education into the local education agencies for grades 5-8. It provides a comprehensive, sequential, and integrated approach, designed to help students make career decisions based on a broad understanding of career possibilities and requirements and an assessment of students' interests, aptitudes, values, and goals. Sample objectives, activities, and resources are given for integrating career education into the subject areas of English, math, science, social studies, and foreign language.

Career Education Curriculum Model: A Guide for Teachers, Grades 9 Through 12. Montgomery: Alabama State Department of Education, 1976.

The purpose of this guide is to serve as a conceptual framework for infusing the career education philosophy of the State Department of Education into the local education agencies, grades 9-12. It is designed to provide a stimulus for integrating career education activities and goals into classroom subject areas. Subject areas include English, foreign language, physical science, biology, chemistry, and social studies. Sample objectives, activities, and resources are given.

Career Education in Alabama. Alabama Appalachian Career Education Project. Montgomery: Division of Vocational Education and Community Colleges, Alabama State Department of Education.

This document takes a look at career education in Alabama since its beginning in 1972. It identifies career education concepts in Alabama, elements of career education, a framework for curriculum development, the priority assigned to career education in Alabama, and the future of career education in Alabama.

Career Guidance Handbook. Montgomery: Division of Vocational-Technical and Higher Education, Alabama State Department of Education.

This document defines career guidance, its objectives, and the process of performing it. Responsibilities are established, components of a career guidance program are given, and the process of evaluating its effectiveness is described. In addition, an excellent bibliography is given on career education.

Alaska

Alaska State Plan for Career Education, 1979-1983. Juneau: Alaska Department of Education, 1978.

This plan defines career education, provides a conceptual base, outlines accomplishments in career education to date, and outlines the need for career education with plans for the future. Goal statements in career education are given. Areas addressed include curriculum change; counseling, guidance, placement, and follow-up; special groups—handicapped, educationally disadvantaged, race, women, and exceptional individuals; business, labor, professional, government, and community; home and family; assessment for staff development needs—pre- and in-service; management plan; evaluation plan; dissemination plan; administration of the plan; and relationship of career education state plan to other agencies.

Arizona

Wackerbarth, Margarete. "Activities To Develop Self-Awareness." "Take a Long Look at Yourself." (unpublished materials) Peoria, Ariz.: Westside Area Career Occupations Project.

Both sets of materials contain informally presented exercises which can be used in a variety of ways. They are designed to force the student to think about self—personal values, attitudes, abilities, etc.

Arkansas

Clayton, Dean, and Ruby, Ralph, Jr., principal investigators. *Articulation in Business Education.* Prepared for the Arkansas

State Department of Education. Fayetteville: University of Arkansas, 1977.

The activities developed in this manual in typewriting, shorthand, office procedures, and accounting are designed to provide a means for articulating knowledge and skills in these subject areas for students and teachers at the secondary and postsecondary levels.

Center for Private Enterprise Education, Harding College, Searcy, Ark. D.P. Diffine, director.

The Center for Private Enterprise Education has excellent aids which might be used to supplement teaching activities in free enterprise.

Exploratory Curriculum Guide. Fayetteville: Area of Vocational Education, University of Arkansas, in cooperation with the Arkansas State Department of Education, 1978.

This curriculum guide contains exploratory activities intended for use at the ninth grade level. It includes 23 units of study to introduce the student to various kinds of skills and knowledge required of individuals who pursue business careers. Using these materials should help students to make tentative choices regarding business careers. Included in the guide are units on social security, developing personality and attitudes, using the telephone, business ownership, and understanding taxes.

A Digest of Resource Activities for Career Education. Pilot Occupational Education Programs for Small Rural and Suburban Schools in Grades One Through Twelve. Little Rock: Arkansas State Department of Education.

Excellent sample plans for integrating career information into various lessons and units of instruction. Examples are given for levels ranging from kindergarten through high school. The focus is on a variety of careers.

Muench, Betty; Paxton, Lera; and Miller, Jennalea, compilers and editors. "Career Education: Concepts and Bulletin Board Ideas." Little Rock: Arkansas State Department of Education.

This is an excellent catalog of bulletin board ideas on career education concepts. Emphasis is placed on the affective domain of learning. This resource would be very useful to teachers wanting to incorporate career education ideas into business and office subjects.

Gybers, Norman C., editor. *Journal of Career Education: Focus on the Relationship of Career Education to Special Education.* Ralph Ruby and Don McNelly, issue editors. Vol. 5, No. 1; September 1978.

The *Journal of Career Education* is a professional journal dedicated to the study of career education. It publishes manuscripts dealing with career education research, theory, and practice. It is published by the Curators of the University of Missouri, University Hall, Columbia, Missouri 65211. This issue features a series of articles on the relationship of career education to special education.

"An Example of Career Education Infusion into Elementary Language Arts, Book 1." "An Example of Career Education Infusion into Elementary Language Arts, Book 2." "An Example of Career Education Infusion into Elementary Language Arts, Book 3." Little Rock: Arkansas State Department of Education, 1976.

These guides were prepared by the career education staff and classroom teachers of Pulaski County Special School District. The purpose of the guide is to provide teachers with additional information for making career education work at the local school level. The activities are to be infused with the educational objectives and are directly correlated with the Houghton-Mifflin Basal Readers.

California

Career Education: Microfiche Collection Catalog. Sacramento: California State Department of Education, Career Education Task Force, 1975.

This catalog contains titles of curriculum, instruction, guidance, and management materials for career education available in microfiche format. The titles listed represent 58 subject areas, 25 educational locations, and the efforts of many educators. Some of the materials are professional documents, while others are early unpolished drafts. Subject areas of interest to business teachers include accounting, advertising, agribusiness, bookkeeping, business and office occupations, business education, communications, consumer education, distributive education, economics, and marketing.

Career Education: A Position Paper on Career Development and Preparation in California. Sacramento: California State Department of Education, Career Education Task Force, 1974.

This paper provides an overview of career education in California. The need for career education is identified and a philosophy established to accommodate that need. It is a statement of the position of the California State Department of Education. It establishes a proposed model of career education for California.

Implementing Career Education: Community Involvement. Sacramento: Vocational and Career Education Services Section, California State Department of Education, 1977.

This handbook provides information and a procedure that will be helpful in designing and implementing the community-involvement plan. It emphasizes that, to be effective, the community resource component must be planned at all levels—community, district, school, and classroom.

Implementing Career Education: Concept and Process. Sacramento: Vocational and Career Education Services Section, California State Department of Education, 1977.

This publication was designed for use as a workshop resource and as a self-study guide. It identifies several areas of need for career education, provides a rationale, and describes the essential components of career education. Suggested goals, objectives, activities, and techniques are also presented to help the educator define the career education concept and adapt it to the local setting.

Implementing Career Education: An Administrator's Handbook. Sacramento: Vocational and Career Education Services Section, California State Department of Education, 1976.

This document provides administrators with some guidelines for planning, organizing, implementing, and evaluating career education programs.

Implementing Career Education: Exemplary Practices in California Public Schools. Sacramento: Vocational and Career Education Services, California State Department of Education, 1977.

This publication is a collection of exemplary practices in career education drawn from school districts throughout California. It contains a sampling of the many career education activities taking place in California public schools. Each activity illustrates an exemplary practice in some aspect of career education, such as planning, management, staff development, curriculum development, instruction, guidance, community involvement, or evaluation.

Implementing Career Education: Instructional Strategies Guide for Kindergarten Through Grade Twelve. Sacramento: Vocational and Career Education Services Section, California State Department of Education, 1977.

This guide provides goals, objectives, strategies, activities, resources, and evaluation for all of the subject areas for kindergarten through grade twelve. It includes techniques for establishing cooperative efforts between counselors and teachers. To provide ideas that can be used at all levels and in all disciplines, it contains a sampling of units or lessons to be used in the classroom. A bibliography of resource materials in California is given.

Implementing Career Education: Nine Model Practices. Sacramento: Vocational and Career Education Services Section, California State Department of Education, 1976.

This document describes nine practices that may be used in the implementation of career education. They are curriculum legalization, communications, community resources, instructor's handbook, career guidance centers, careers fair, mini-societies, community classrooms, and construction technology. For each of the nine practices, there is a description, strategies for implementation, and considerations affecting the implementation.

Piccini, Isabelle. *Career Education: Marketing, Real Estate Broker, Exploration Level.* Grossmont, Calif.: Grossmont Union High School District, 1977.

This material was prepared for use within the Grossmont Union High School District. Two activities involving the work of real estate brokers are presented. They are outlined in behavioral language, and resources are given.

Sources of Information on Career Education: An Annotated Bibliography. Sacramento: Career Education Task Force, California State Department of Education, 1975.

This bibliography is an update of a bibliography done by the California State Department of Education in 1972. An extensive effort was made to identify as many current and recent sources as possible and to annotate them. Information was derived from materials housed in the offices of the Career Education Task Force of the California State Department of Education; the Department's Research Coordinating Unit; California facilities of the nationwide ERIC system; the California State Library; the public library system in Sacramento; the library of California State University at Sacramento and the Regional Curriculum Materials Depository housed on that campus; library facilities at the University of California at Davis; and the U.S. Government Printing Office in Washington, D.C.

District of Columbia

Barlow, Melvin L. *Community Involvement in Career Education: A Metropolitan Area Example.* U.S. Department of Health, Education, and Welfare. Washington, D.C.: Government Printing Office, 1978.

The purpose of this study was to make a cursory examination of some of the major, and visible, examples of collaborative efforts among the agencies of labor, business, industry, and education in the Los Angeles metropolitan area. This paper reflects involvement of youth in school, primarily in grades 10 through 12. Collaborative efforts between projects originating through UCLA and developed by the Los Angeles office of the Division of Vocational Education; University of California; and labor, business, and industry are reported. Extensive review is given of the Los Angeles Public Schools Career Awareness Program.

Bonnet, Deborah G., director. *A Synthesis of Results and Programmatic Recommendations Emerging from Career Education Evaluations in 1975-76.* U.S. Department of Health, Education, and Welfare. Washington, D.C.: Government Printing Office, 1978.

This document reports on two types of evaluation results. Part I presents results of evaluations of student learning conducted by 81 federally funded career education projects. Part II presents recommendations on improving the management of career education projects. Samples of evaluation items on the elements of career education are given. Reference sources for measurement instruments are given.

Hoyt, Kenneth B. *Monographs on Career Education: Career Education for Special Populations.* U.S. Department of Health, Education, and Welfare. Washington, D.C.: Government Printing Office, 1976.

This monograph is divided into three major segments: career education for minority and low-income persons, career education for gifted and talented persons, and career education and the handicapped person. These topics represent attempts of the Office of Career Education to face the need for improving the delivery of career education to special portions of the population. The nature of the effort needed is conceptualized and the importance of the effort is emphasized.

Hoyt, Kenneth B. *Monographs on Career Education: Community Resources for Career Education.* U.S. Department of Health, Education, and Welfare. Washington, D.C.: Government Printing Office, 1976.

This monograph discusses the principles of collaboration in career education among business/labor/industry leaders and education leaders, current major national programs involved in career education, and examples of the use of local community resources for career education.

Hoyt, Kenneth B. *Monographs on Career Education: Future Farmers of America and Career Education.* U.S. Department of Health, Education, and Welfare. Washington, D.C.: Government Printing Office, 1978.

The contents of this monograph, while limited to a discussion of FFA and career education, are organized in such a way as to hold potential for applicability to other vocational education student youth groups, including the Future Business Leaders of America, the Distributive Education Clubs of America, and the Office Education Clubs. The monograph concentrates on ways in which FFA contributes to career education and on recommendations for further expansion of FFA in the total career education effort.

Hoyt, Kenneth B. *Monographs on Career Education: National Alliance of Business and Career Education.* U.S. Department of Health, Education, and Welfare. Washington, D.C.: Government Printing Office, 1978.

This monograph reviews standard youth programs of the National Alliance of Business which have a close relationship with career education. It reviews specific local examples of NAB collaborative efforts in career education: the Volunteers in Public Schools Program, Houston, Texas; Vocational Information System, Cleveland, Ohio; the Los Angeles Business/Education/Exchange Program; the Santa Barbara Community Involvement in Education Program; and the Business/Education Liaison Programs of five major cities.

Hoyt, Kenneth B. *Monographs on Career Education: A Primer for Career Education.* U.S. Department of Health, Education, and Welfare. Washington, D.C.: Government Printing Office.

This document focuses on the needs of current educational systems to reflect changes in society. It points out some of the major needs and changes; it relates the meanings and goals of career education as a basis for coping with these needs and changes. It relates career education to vocational and academic education, as well as career guidance and career development. It stresses the roles of community segments in career education. It also looks at the roles of higher education, the community college, and in-service education.

Hoyt, Kenneth B. *Monographs on Career Education: Refining the Concept of Collaboration in Career Education.* U.S. Department of Health, Education, and Welfare. Washington, D.C.: Government Printing Office, 1978.

This monograph is divided into two major sections. It begins with a conceptual view of career education as a collaborative community effort. The second and largest section is devoted primarily to thoughts of 24 individuals representing 24 kinds of community organizations coupled with selected community career education coordinators.

Hoyt, Kenneth B. *Monographs on Career Education: The School Counselor and Career Education.* U.S. Department of Health, Education, and Welfare. Washington, D.C.: Government Printing Office, 1976.

This document is limited to reports by 12 carefully selected counseling and guidance personnel who are currently involved in career education efforts in public elementary and secondary schools. It is a means of sharing experiences with other counselors engaged in career education. It is also intended to stimulate professional thought and action among those practicing counselors who have not yet chosen to involve themselves in career education. It emphasizes the critical and crucial role counselors can play in career education if they choose to do so.

Increasing Collaborative Efforts in Career Education, K-12: A Series of Miniconferences, Phase I, Final Report. Prepared for the Office of Education, U.S. Department of Health, Education, and Welfare. Rosslyn, Va.: InterAmerica Research Associates, 1978.

This publication serves as the "raw data" collection of notes taken from a series of miniconferences held during 1977-1978 devoted to attacking the concept of collaboration in career education of business/labor/industry/professional/community organizations.

Increasing Collaborative Efforts in Career Education, K-12: A Series of Miniconferences, Phase II, Final Report. Prepared for the Office of Education, U.S. Department of Health, Education, and Welfare. Rosslyn, Va.: InterAmerica Research Associates, 1978.

This publication is a complementary collection of notes to the previous volume (Phase I) which was based on the 1977-78 series of U.S. Office of Career Education miniconferences. The notes in this document were taken on visits to exemplary career education programs in 15 cities across the nation. A representative from each of the community organizations that participated in the 1977-78 miniconferences traveled to different sites and examined the program from the perspective of the various community organizations to identify existing relationships and any possible future dimensions for collaborative activities.

Mangum, Garth L. *Career Education and the Comprehensive Employment and Training Act.* U.S. Department of Health, Education, and Welfare. Washington, D.C.: Government Printing Office, 1978.

This document traces the role of youth in pre-CETA manpower programs, in CETA to 1977, and the options available under 1977-78 law and practice. Specific local CETA programs are reviewed. Relative effectiveness of program strategies is discussed. Relationships between CETA and career education are presented with recommendations for linking career education to current youth employment policies to the enrichment of both.

Marland, Sidney P., Jr. *Career Education Update: An Address Delivered at the Commissioner's National Conference on Career Education, Houston, Texas, November 8, 1978.* National Advisory Council for Career Education.

In this address, Dr. Marland emphasizes the increasing collaborative roles of business, labor, industry, and government with education in the career education movement.

McEver, Catherine, producer. *A Catalogue of Possibilities: The Community Career Education Resource Center.* U.S. Department of Health, Education, and Welfare. Washington, D.C.: Government Printing Office.

This document presents the concept of a community career education resource center. A survey was made nationally to determine the extent to which such centers have been established. It is concerned with the concept, agencies involved, audiences to be served, services to be rendered. A list of agencies and organizations now operating such centers is given.

Preli, Barbara Stock. *Monographs on Career Education: Career Education and the Teaching/Learning Process.* U.S. Department of Health, Education, and Welfare. Washington, D.C.: Government Printing Office, 1978.

This monograph emphasizes that helping students learn more about instructional content is a major overriding objective of career education; it serves as a vehicle to help students learn more about the instructional objective. It demonstrates how career education can be infused into the curriculum and the roles of administrators, teachers, and the community in doing so. Specific examples are given showing how career education concepts can be infused into specific lessons, units, modules, etc.

Profiles of Career Education Projects: Fourth Year's Program, Fiscal Year 1978 Funding. Prepared for the Office of Career Education, U.S. Office of Education. Washington, D.C.: Thomas Buffington & Associates, 1979.

Projects summarized in this document include all of the exemplary and demonstration projects funded in the 1978 fiscal year by the Office of Career Education of the U.S. Office of Education. There are five categories of projects: activities designed to effect incremental improvements in K-12 career education programs; activities designed to demonstrate the most effective methods and techniques in career education in such settings as the senior high school, the community college, adult and community education agencies, and institutions of higher education; activities designed to demonstrate the most effective methods and techniques in career education for such special segments of the population as handicapped, gifted and talented, minority, and low income youth, and to reduce sex stereotyping in career choices; activities designed to demonstrate the most effective methods and techniques for the training and retraining of persons for conducting career education programs; and activities designed to communicate career education philosophy, methods, program activities, and evaluation results to career education practitioners and to the general public.

Super, Donald E. *Monographs on Career Education: Career Education and the Meanings of Work.* U.S. Department of Health, Education, and Welfare. Washington, D.C.: Government Printing Office, 1976.

This monograph reviews the meanings of work, career, occupation, and job. It follows the precedent of the American Vocational Association and of the National Vocational Guidance Association regarding these meanings. It incorporates concepts such as those of leisure, play, and avocation. It surveys usage of terminology of career development, work, and careers. It identifies distinctive and useful meanings of each key term, proposes standard definitions for them, examines social trends involving them and their implication for career education.

Florida

Amatea, Ellen S. *The Yellow Brick Road: A Source Book of Career Guidance Strategies for the Elementary Counselor and Teacher.* Prepared by the Career Education Center, College of Education, Florida State University in cooperation with the College of Education, University of Florida. Tallahassee: Division of Vocational Education, Florida State Department of Education, 1976.

This guide has been developed to assist elementary counselors and elementary teachers in working together to provide children with a school experience which addresses their career development needs.

Bailey, Lee, and Schmidt, Libby. *A Scope and Sequence for Employability Skills.* Rockledge, Fla.: School Board of Brevard County, 1978.

This document is Brevard County's initial attempt at defining a set of objectives: (1) to provide remediation on skills missed on the 1977-78 Florida Statewide Assessment Test, Part 2, and (2) to provide instruction in career education with special emphasis on employability skills. It contains activities and materials keyed to each objective.

The Big Wheel: Business Education. Broward County, Fla.: The School Board.

This guide is a complete outline for an orientation to a business occupations course—a prevocational activity. It is one of the prevocational courses of what is called the "Big Wheel." Other areas of the wheel are distributive education, industrial education, home economics, health occupations, and agribusiness. Topics include job information about office careers, the nature of business, choosing a job, office equipment, information processing, etc.

Career Education: An Introduction. Prepared by the Career Education Center, Florida State University. Tallahassee: Division of Vocational Education, Florida State Department of Education, 1975.

This is an individualized instructional unit. It has been designed to acquaint individuals with the background, concepts, and terminology helpful in planning, designing, and implementing career education. It has been designed for use by teachers, counselors, and administrators, K-14, who are concerned with implementing career education programs.

Employability Skills Series: Applying for a Job. Tallahassee: Division of Vocational Education, Florida State Department of Education, 1977.

This is an individualized instructional unit. It is divided into four sections. Section 1 on things to do before applying includes how employers get information about applicants, official papers needed for employment, and the personal résumé. Section 2 on filling out an application form: neatness, completeness and correctness, words on the application form, and open-ended questions. Section 3 on interviewing for a job: tips for a successful interview, your interview, the interviewer's questions, and your appearance at the interview. Section 4 on things after you apply: follow-up letter, preemployment tests, before you say yes, and failing to get the job.

Employability Skills Series: Applying for a Job, Instructor's Guide. Tallahassee: Division of Vocational Education, Florida State Department of Education, 1977.

This guide gives the teacher suggestions for using the employability skills series as well as this particular unit on applying for a job.

Employability Skills Series: Choosing an Occupation. Tallahassee: Division of Vocational Education, Florida State Department of Education, 1977.

This is an individualized instructional unit. It is divided into three major sections. Division 1, Thinking about Yourself, discusses types of information about yourself and how to find out about yourself. Division 2, Getting Information about Occupations, discusses types of information about occupations and how to get such information. Division 3, Matching Yourself and Occupations, discusses comparing occupations and planning ahead.

Employability Skills Series: Choosing an Occupation, Instructor's Guide. Tallahassee: Division of Vocational Education, Florida State Department of Education, 1977.

This guide gives the teacher suggestions for using the employability skills series as well as this particular unit on choosing an occupation.

Employability Skills Series: Good Work! Tallahassee: Division of Vocational Education, Florida State Department of Education, 1977.

This is an individualized instructional unit. It is divided into five major sections: making your time count, getting to know the job, practicing good habits at work, doing the job right, and looking good. Topics dealt with include absences and lateness, reporting problems, the first work day, honesty, telephone messages, safety, neatness, following instructions, and good grooming.

Employability Skills Series: Good Work! Instructor's Guide. Tallahassee: Division of Vocational Education, Florida State Department of Education, 1977.

This guide gives the teacher suggestions for using the employability skills series as well as this particular unit on how to be successful on the job.

Employability Skills Series: Job Changes. Tallahassee: Division of Vocational Education, Florida State Department of Education, 1977.

This is an individualized instructional unit. It is divided into three major sections. Section 1, Planning Ahead, is divided into what employers look for and planning your promotion. Section 2, Resigning, is divided into reasons for resigning, resigning the right way, and writing a letter of resignation. Section 3, Changing Jobs, is divided into changing careers and losing a job.

Employability Skills Series: Job Changes, Instructor's Guide. Tallahassee: Division of Vocational Education, Florida State Department of Education, 1977.

This guide gives the teacher suggestions for using the employability skills series as well as this particular unit on job changes.

Employability Skills Series: Personal Finances. Tallahassee: Division of Vocational Education, Florida State Department of Education, 1977.

This is an individualized instructional unit. It is divided into three major sections. Section 1, Paychecks and Taxes, is divided into subsections on collecting your pay, learning about fringe benefits, paying taxes, and filing federal income tax. Section 2, Spending Your Money, is divided into subsections on learning smart shopping rules, buying on credit, paying your bills on time, keeping a budget, developing a budget, finding out about insurance, and borrowing money. Section 3, Banking, is divided into subsections on opening a savings account, filling out a deposit slip, opening a checking account, and balancing your checkbook.

Employability Skills Series: Personal Finances, Instructor's Guide. Tallahassee: Division of Vocational Education, Florida State Department of Education, 1977.

This guide gives the teacher suggestions for using the employability skills series as well as this particular unit on personal finances.

Employability Skills Series: Your Job Search. Tallahassee: Division of Vocational Education, Florida State Department of Education, 1976.

This is an individualized instructional unit. It is divided into three major sections. Section 1 contains activities on setting aside time for your job search, getting a social security number, and preparing your personal fact sheet. Section 2 on getting job leads includes activities on finding job openings, finding part-time jobs, using employment agencies, looking for government jobs, reading the want ads, keeping records on your action plan, and starting your job card file. Section 3 on making contact contains activities on visiting employers, writing a letter of application, and telephoning about a job lead.

Employability Skills Series: Your Job Search, Instructor's Guide. Tallahassee: Division of Vocational Education, Florida State Department of Education, 1976.

This guide gives the teacher suggestions for using the employability skills series as well as this particular unit on searching for a job.

Exploring Business Careers: Accountant. Tallahassee: Florida State Department of Education, 1977.

This document is one of a series of 22 documents on business careers produced by the Florida State Department of Education. It is intended as a guide for teachers involved in career exploration activities with their students. It gives suggestions for using, materials and equipment needed, and pretest-posttest questions. For each job title in the series, a list of job responsibilities is given in addition to training skills needed, earnings and fringe benefits, and opportunities in the job area. Activities are provided for students to do in order to demonstrate knowledge about the career area. The above information is not repeated for the other documents in this series, which are as follows:

Exploring Business Careers: Advertising Account Executive.
Exploring Business Careers: Airline Reservationist and Ticket Agent.
Exploring Business Careers: Bank Teller.
Exploring Business Careers: Business Administration Cluster.
Exploring Business Careers: Business Data Processing Cluster.
Exploring Business Careers: Business Education Teacher.

Exploring Business Careers: Business Machines Orientation.
The purpose of this document is to introduce students to the basic use and operation of six business machines: stencil duplicator, spirit duplicator, adding machine, calculator, cash register, and typewriter. It is expected that the student will concentrate on the career information contained in the module rather than on the proper operation of the machine.

Exploring Business Careers: Business Operations Cluster.
This document is designed to teach students some of the day-to-day business operations in which most companies are involved. They include transporting goods, storing goods, keeping records of goods on hand and sold, ordering and reordering goods, and reproduction duties.

Exploring Business Careers: File Clerk.

Exploring Business Careers: Information Processing Cluster.
In this module, students will explore some of the job duties of persons involved in information processing. It is designed to teach students some of the basic communications skills needed in the business world. Some of the concepts include oral and written communications, recordkeeping, secretarial duties, microfilming and information retrieval, word processing, reading skills, and speaking.

Exploring Business Careers: Mortgage Loan Officer.
Exploring Business Careers: Office Manager.
Exploring Business Careers: Payroll Clerk.
Exploring Business Careers: Personnel Interviewer.

Exploring Business Careers: Planning for a Job.

This document is designed to teach students some of the basic employability skills they will need when they enter the world of work. Abilities included are choosing a job, applying for a job, and practicing good work habits.

Exploring Business Careers: Receptionist.
Exploring Business Careers: Shipping and Receiving Clerk.
Exploring Business Careers: Stenographer.
Exploring Business Careers: Stock and Inventory Clerk.
Exploring Business Careers: Transcriber Machine Operator.
Exploring Business Careers: Used Car Sales Manager.

Grow Activity Cards, K-12. Produced by the Career Education Center, College of Education, Florida State University. Tallahassee: Division of Vocational Education, Florida State Department of Education, 1975.

These activities are divided into four sets: K-2, 3-6, 7-9, and 10-12. Each set consists of a series of cards on each of which is outlined an activity relating to one or more elements of career education in a particular educational and/or career area. Each card outlines the purpose of the activity and gives a performance objective, materials needed, and the procedures for doing. Additional suggestions and/or activities are outlined for using the cards.

Middle School Resource Guide: Group Counseling and Values Clarification Activities. Cocoa, Fla.: Brevard County K-14 Model Career Education Project.

Values clarification is introduced to the teacher with additional resources given for further reading. Values clarification activities to be used in class are given—excellent sample units. Self-awareness activities are given, as well as human relations and group guidance activities.

The Original American Early Morning Primer: A How-To-Do-It Guide for Implementing Career Education in Rural Schools. Tallahassee: Florida State Department of Education, 1977.

This guide deals with the following topics: What is Career Education?, Career Education in Rural Settings—Advantages and Disadvantages, Creating Career Education Curriculum, the Total School System Involvement, Involving the Community, and Evaluating the Program. This guide is an example of how the Cashmere School District in the state of Washington restructured their curriculum to integrate career education concepts. A comprehensive bibliography has been incorporated throughout the book.

Schmidt, Libby. *Career Education Opens Doors to the Community: A Human Resources Directory.* Rockledge, Fla.: School Board of Brevard County, 1977.

Although this directory of human resources was prepared for teachers of Brevard County, it is of excellent value to other school systems just beginning to implement career education. It can be used as a guide to getting community resource people involved in career education activities.

Williams, Janet. *Career English Curriculum Guide.* Rockledge, Fla.: School Board of Brevard County, 1975.

Designed with the high school English teacher in mind, this guide provides a framework for implementing Career English in senior high schools. However, the individual units may be easily adapted to any English course. It is divided into three sections. They are: Discovery of Self-Identity, Discovery of Possible Future Career, and Discovery of Skills Necessary to Get and Keep a Job.

Georgia

A Curriculum Guide for Career Exploration: Middle School Business Education. Lawrenceville, Ga.: Gwinnett County Schools, 1977.

This middle school business education career exploration curriculum guide consists of six instructional units developed for use with seventh or eighth grade students. Each unit includes learning outcomes, suggested learning activities, suggested methods of evaluation, and suggested resources. A philosophy of vocational education and middle school business education is given, along with the career development objectives for middle school vocational education. Career areas explored include secretarial, clerical, marketing, distribution, data processing, accounting, management, and finance.

Dagley, John C.; Newton, Fred B.; and Ingram, Robyn P. *Life Career Planning: Values, Decisions, and Goals.* Athens: College of Education, University of Georgia, 1976.

This training manual is one part in a set of instructional materials developed to facilitate the efforts of Georgia educators in the planning and implementation of comprehensive career guidance programs. The materials are designed for use with small groups of counselors, teachers, and career development specialists who are interested in improving their career guidance competencies. Its purpose is to assist local career guidance teams in their efforts to improve the quality and quantity of their programs. Emphasis is placed on decision-making skills, values clarification and development, and goal-setting responsibilities. The process moves from attitude development to knowledge acquisition or renewal, to technical and skill development and/or improvement, and then to development of implementation strategies and plans.

Gazda, George M.; Asbury, Frank R.; Beiman, Abbie W.; Dagley, John C.; Knight, Sylvia F.; O'Connell, John J.; and Service, John C. *Facilitating Interpersonal Skills Development: A Human Relations Training Approach.* Athens: Department of Counseling and Human Development Services, College of Education, University of Georgia, 1976.

This training manual is one part in a set of instructional materials developed to facilitate the efforts of Georgia educators in the planning and implementation of comprehensive career guidance programs. The materials are designed for use with small groups of counselors, teachers, and career development specialists who are interested in improving their career guidance competencies. Its purpose is to assist local career guidance teams in their efforts to improve the quality and quantity of their programs. Emphasis is placed on trust and intimacy, expressive and assertive skills, affiliation and acceptance through attending, listening, perceiving, responding, personalizing, and initiating. Implementation strategies are presented.

Georgia Comprehensive Career Guidance Program Materials Description: High School. Atlanta: Guidance and Counseling Unit, Georgia Department of Education.

These pages describe the staff development packages available for use in comprehensive career guidance programs in Georgia. The materials described are intended for use with teachers by counselors, university personnel, and state department of education personnel. Each of the seven packages described may be obtained in the form of a participant's or leader's guide. The seven packages are work and leisure environments, human relations skills, individual advisement system (self-understanding), self-validation, life career planning, educational environment, and relating with others.

Givens, Norma. *Office Occupations: Alphabetic & Numeric Filing Systems.* Revised edition. Athens: Vocational Education Materials Center, Division of Vocational Education, College of Education, University of Georgia, 1975.

This is an individualized instructional packet designed to familiarize the student with alphabetic and numeric filing. Pre- and postchecks are included. Each unit includes a statement of objectives, resources, learning activities, and a self-evaluation. Units included are organization of a card file, rules for filing individual names, filing and cross-referencing business names, filing and cross-referencing special names, file and find a card in the alphabetic card file, numeric filing, organization of a numeric file, numeric filing procedures, consecutive number filing, terminal-digit filing, and alpha-numeric filing.

Givens, Norma. *Office Occupations: Business Forms.* Revised edition. Athens: Vocational Education Materials Center, Division of Vocational Education, College of Education, University of Georgia, 1975.

This is an individualized instructional packet designed to familiarize the student with certain business forms. Pre- and postchecks are included for each business form studied. Each unit includes a statement of objectives, resources, learning activities, and a self-evaluation. Units included are invoices, purchase orders, interoffice memorandums, typing index cards, and envelopes.

Givens, Norma. *Office Occupations: Checking Account.* Revised edition. Athens: Vocational Education Materials Center, Division of Vocational Education, College of Education, University of Georgia, 1975.

This is an individualized instructional packet designed to familiarize the student with checking accounts. Pre- and postchecks are included. Each unit includes a statement of objectives, resources, learning activities, and a self-evaluation. Units included are the signature card, making a deposit, parts of a check, completing the check stub, writing a check, three kinds of endorsements, and reconciling the bank statement.

Givens, Norma. *Office Occupations: Filing Systems.* Revised edition. Athens: Vocational Education Materials Center, Division of Vocational Education, College of Education, University of Georgia, 1975.

This is an individualized instructional packet designed to familiarize the student with subject filing. Pre- and postchecks are included. Each unit includes a statement of objectives, resources, learning activities, and a self-evaluation. Units included are subject filing, use of subject files, arrangement of alphabetic subject files, subject filing procedures, and numeric subject files.

Givens, Norma. *Office Occupations: Payroll Accounting.* Athens: Vocational Education Materials Center, Division of Vocational Education, University of Georgia, 1975.

This is an individualized instructional packet designed to familiarize the student with payroll accounting. Pre- and postchecks are included. Each concept includes a statement of objectives, resources, and learning activities. Concepts included are maintaining time cards, computing payroll deductions, maintaining a payroll register, and maintaining employee earnings records.

Givens, Norma. *Office Occupations: Proofreading.* Revised edition. Athens: Vocational Education Materials Center, Division of Vocational Education, College of Education, University of Georgia, 1975.

This is an individualized instructional packet designed to familiarize the student with proofreading techniques. Pre- and postchecks are included. Each unit includes a statement of objectives, resources, learning activities, and a self-evaluation. Units included are proofreaders' marks, typing rough drafts, proofreading techniques, spelling, word division, comma, numbers, types of proofreading errors, and practice in proofreading.

Givens, Norma. *Office Occupations: Reference Sources.* Revised edition. Athens: Vocational Education Materials Center, Division of Vocational Education, College of Education, University of Georgia, 1975.

This is an individualized instructional packet designed to familiarize the student with reference sources for office workers. Pre- and postchecks are included. Each unit includes a statement of objectives, resources, learning activities, and a self-evaluation. Units included are index and table of contents, five units on the dictionary, national zip code directory, the telephone directory, and secretarial handbooks.

Givens, Norma. *Office Occupations: Spirit & Stencil.* Revised edition. Athens: Vocational Education Materials Center, Division of Vocational Education, College of Education, University of Georgia, 1975.

This is an individualized instructional packet designed to familiarize one with preparing a spirit master and a stencil master and operating the spirit and stencil duplicators to produce quality copies. Pre- and postchecks are included. Each unit includes a statement of objectives, resources, learning activities, and a self-evaluation. Units included are the spirit duplication process, preparing a layout and master, preparing a master, operation of the spirit duplicator, preparing a master with color and lettering, preparing a color master and running it on cards, preparing masters and operating the spirit duplicator, introduction to stencil duplication, how to prepare a stencil using the typewriter, preparing a stencil, how to operate the stencil duplicator, how to use the illuminated drawing board, preparing an original stencil, preparing a ruled stencil, preparing an announcement or greeting in color, and preparing a bulletin.

Givens, Norma. *Office Occupations: Using the Telephone.* Revised edition. Athens: Vocational Education Materials Center, Division of Vocational Education, College of Education, University of Georgia, 1975.

This is an individualized instructional packet designed to familiarize the student with correct telephone techniques. Pre- and postchecks are included. Each unit includes a statement of objectives, resources, learning activities, and a self-evaluation. Units included are telephone personality, answering the telephone and transferring calls, taking messages, using the telephone directory, types of telephone calls and services, planning and placing a call, and types of telephones.

West, Billie R. *The Development of an Individualized Instructional System for Mini-Exploratory Courses in Career Education at the Middle/Junior High School Level.* Athens: Vocational Education Materials Center, Division of Vocational Education, College of Education, University of Georgia, 1974.

This is an individualized instructional packet in management and finance careers for use in the mini-exploratory courses in the junior high/middle schools of Georgia. Units include objectives, resources, learning activities, and evaluation. Units included are management and finance, accountant, administrative assistant—office manager, bank teller, business managers—administrators, hotel-motel manager, insurance adjuster, lawyer, personnel manager—small business, public relations, purchasing agent, real estate broker—salesman, and stock broker. A teachers guide accompanies each unit.

Hawaii

Hawaii Career Development Continuum: Curriculum Guide for Grades 7 Through 9. Honolulu: Office of Instructional Services, Hawaii Department of Education, 1974.

This curriculum guide gives an overall picture of the design for a career development continuum, from kindergarten to grade 14, and establishes a frame of reference for relating this curriculum guide to the total continuum. Learning experiences are developed for grades 7 through 9 for self-realization, economic efficiency, social relationships, and civic responsibility. There is an excellent bibliography. Sources of curriculum materials are given on specific occupations, books, pamphlets, films, filmstrips, slides, and tapes.

Hawaii Career Development Continuum: Curriculum Guide for Grades 10 Through 12. Honolulu: Office of Instructional Services, Hawaii Department of Education, 1974.

This curriculum guide gives an overall picture of the design for a career development continuum, from kindergarten to grade 14, and establishes a frame of reference for relating this curriculum guide to the total continuum. Learning experiences are developed for grades 10 through 12 for specific subjects. Sample experiences are given dealing with self-realization, economic efficiency, social relationships, and civic responsibility. There is an excellent bibliography, and sources of curriculum materials are given on specific occupations—books, pamphlets, films, filmstrips, slides, and tapes.

Career Education in Hawaii: Education Toward a Useful and Fulfilling Life. Honolulu: Office of Instructional Services/Occupational Development and Student Services Branch, Hawaii Department of Education, 1978.

This brief document defines career education, the need for it, how schools are dealing with it, how parents can help, and how business, labor, government, and other agencies can help. The information is given in short outlined statements. It is intended for quick reading.

Career Education in Hawaii: Programs, Projects & Activities. Honolulu: Office of Instructional Services, Hawaii Department of Education, 1977.

This document describes four elementary and six secondary exemplary projects in Hawaii. Each gives the grade and subject levels for intended use, objectives, major career education goal, brief description, and evaluation. The project titles are community quest, feelings, orientation, Spanish, workers, 4% sales tax, charge account, gross and net pay and budgeting, play village, and community service.

Iowa

Models for Career Education in Iowa: Career Development Model and Explanation. Prepared under the supervision of Iowa State University, College of Education, Department of Agricultural Education. Des Moines: Career Education Division, Iowa Department of Public Instruction, 1973.

Section 1 of this document develops a career education development model and explanation. Career education is defined and needs are delineated. Section 2 develops objectives by educational levels—primary, intermediate, junior high, and high school levels. Program objectives are classified under self-concept, world of work, and self and the world of work for all levels except for the primary level. Only the first two classifications are used for the primary level.

Models for Career Education in Iowa: Implementing Career Education Objectives in the Classroom, Exploration and Preparation Phase. Prepared under the supervision of Iowa State University, College of Education, Department of Agricultural Education. Des Moines: Career Education Division, Iowa Department of Public Instruction, 1975.

The purpose of this publication is to suggest procedures and activities for implementing exploration-preparation objectives. It is intended for teachers desiring to know more about career education philosophy, curriculum development, evaluation, and self- and world-of-work concept awareness. Thirty-one sample activities are given.

Models for Career Education in Iowa: Selected Occupations by Subject Matter and Occupational Clusters for Use in Secondary Schools. Prepared under the supervision of Iowa State University, College of Education, Department of Agricultural Education. Des Moines: Career Education Division, Iowa Department of Public Instruction, 1975.

This document lists a variety of subject matter areas, including several in business and office education. Under each subject area, clusters of occupations are listed which may be considered under that subject matter area. Each cluster lists many job titles and types of work for each.

Kansas

Ames, John; Gauthier, Mary; Groh, Lois; Hallauer, Virgil; O'Toole, Martha Jean; Robinson, Sharon; and Scott, Brilla Ann. *Career Education Emphasis in Business Education.* Lawrence, Kans.: Lawrence High School, 1976.

This document provides a guide for infusing career education components—self, work, leisure, resources—into subject areas in business education. The course descriptions of Lawrence High School are given. Selected topics from each course are used as a basis for showing the infusion of these career education components into each course.

Borhani, Rahim, compiler and editor. *Kansas Administrators and Teachers Curriculum Plans for Secondary Career Education Infusion.* Supported and authorized by the Improvement and Development Section of Career Education, Kansas State Department of Education. Hutchinson, Kans.: Hutchinson Community Junior College, 1977.

The concepts and infusion guides presented in this document were compiled from the reports of a series of workshops conducted throughout Kansas. It presents career education infusion plans for several local school districts and for specific classrooms. It includes a section on administration; one on counseling; English and foreign language; fine arts; library and media services; and industrial arts, vocational education, business, and home economics. The guides in business are developed for office machines and office practice. All the guides are intended for grades 10 through 12.

Kansas Career Information System. Topeka: Kansas State Department of Education.

Available from the Kansas Career Information System for review were 44 job titles for business occupations. For each is given a job description, qualifications, earnings and benefits, employment and advancement opportunities, preparation and training, sources of information, and related occupations. Training programs in Kansas are given. Many of these job titles are given in this Handbook.

Project S.P.I.C.E. Ottawa, Kans.: Unified School District #290.

This document outlines objectives and activities which provide an orientation toward career education. They are intended for use at the sixth grade level. Some activities related to business education are included. The career education components deal with self, work, and leisure. The materials are intended to be representative of objectives and activities and are not inclusive.

Kentucky

Career Education Practical Arts Program at Summit Junior High School. Ashland, Ky.: Summit Junior High School.

This 21-page document outlines the career exploration program for Summit Junior High School, grades 7-9. Purposes and objectives of the program are given. Occupational clusters explored at each grade level are listed. Course descriptions of clusters and content as submitted by teachers are given.

Louisiana

Curriculum Guides for Business and Office Education. Bulletin No. 1336. Baton Rouge: Louisiana State Department of Education, 1974.

These curriculum guides were developed to aid teachers in preparing detailed unit lesson plans to supplement the objectives of the *State Plan for Career Education.* The activities for instructor and student and the instructional materials, which the teacher may adapt to meet the needs of each class situation, are basic requirements to reach suggested performance objectives. These guides are prepared for cooperative office education, office simulation, typewriting, shorthand, bookkeeping, office practice, office machines, and data processing. Supplementary reference material is given.

Godfray, Alice R. *Career Education in Louisiana: Brief Success Stories in Career Education in Louisiana, an Annual Report, 1973-1974.* Baton Rouge: Louisiana State Department of Education.

In this document the state superintendent presents career education as a commitment and a challenge. The Louisiana model for career education is presented along with a review of the components of career education. Various programs conducted throughout the state are then presented discussing some particular aspect that was noteworthy during the year.

Louisiana Career Education Goals and Objectives. Publication 1446. Baton Rouge: Louisiana State Department of Education, 1975.

This document presents goals and objectives for career education by lower elementary grades, by junior high school grades, and by senior high school grades. They are based on the *State Plan for Career Education* developed in 1973. The goals included relate generally to useful skills which are acquired through general education and work experiences, not to specific skills acquired by training in a particular vocation. Some suggested activities are given for some of the objectives.

State Plan for Career Education. Baton Rouge: Louisiana State Department of Education, 1973.

This document presents a philosophy of career education with an operational definition. Career education is presented as an experience-based, sequential plan. The plan encompasses K-12 education, vocational-technical education, and college and university education. Statements are made regarding inservice education, teacher certification, curriculum development and revision, needs assessment, and human relations.

Michigan

Block-Time—Simulation: Individualized Office Instructional Systems, Midwest Packaging Machines, Inc., Input Papers. Vol. 4, second edition. East Lansing: Department of Secondary Education and Curriculum, Michigan State University, 1974.

This document provides the input papers needed to begin the simulation for *Model Office: Midwest Packaging Machines, Inc.* It also lists the supplies needed to complete one operation of the simulation and the forms which should be duplicated.

Block-Time—Simulation: Individualized Office Instructional Systems, Midwest Packaging Machines, Inc., Key. Vol. 4, second edition. East Lansing: Department of Secondary Education and Curriculum, Michigan State University, 1974.

A key is given for all items in *Model Office: Midwest Packaging Machines, Inc.* that would be placed in the mail, either internal or outside, and for items deposited in the bank. The last section of the *Key* shows a complete set of bookkeeper's papers in addition to the salaried payroll records of the office manager and the hourly payroll records of the bookkeeper. Sample payroll checks for both salaried and hourly employees are also included.

Guide to Organizing and Operating the Block-Time Simulation Program. Vol. 1, second edition. East Lansing: Department of Secondary Education and Curriculum, Michigan State University, 1975.

This guide describes a block-time simulation program; discusses organization and administration of the program—financial support, facilities and equipment, professional support, and teacher selection; outlines the procedures for establishing and operating an office simulation program—planning, publicity, student selection, and implementation; outlines instructional organization—teaching approaches and course content; and describes evaluation procedures—student and program evaluation.

Integrated Exercises for Individualized Office Instructional Systems—Block-Time Simulation. Vol. 3, second edition. East Lansing: Department of Secondary Education and Curriculum, Michigan State University, 1972.

This document contains 21 integrated exercises which integrate one area with another area or areas of subject matter fields through task and job simulation. The areas included are billing clerk, bookkeeper, cashier, clerk-typist, stenographer, secretary, legal secretary, and executive secretary. Each unit contains instructional objectives; behavioral objectives; student competencies needed; time involved for completion; materials, equipment, and supplies; teacher suggestions; evaluation and grading suggestions; and the job situation description.

Simulan, Nancy Wilson. *Model Office: Midwest Packaging Machines, Inc.* Vol. 4, Vocational Office Block Project. East Lansing: Department of Secondary Education and Curriculum, Michigan State University, 1974.

This simulated program represents the office area in which clerical and stenographic tasks are performed. The activities are of such a nature that the student must make decisions and apply what he has already learned. The program utilizes individualized instruction procedures to permit some students to do in-depth study of office areas and career patterns, to do remedial work, and to carry out assigned activities. The document includes an instructor's manual, office manual, office operations procedures manuals, secretary-receptionist procedures manual, clerk-typist procedures manual, and a bookkeeper procedures manual.

Teacher's Manual and Curriculum Guide for the Block-Time Program. Vol. 2, second edition. East Lansing: Department of Secondary Education and Curriculum, Michigan State University, 1975.

This teacher's handbook was developed as a guide to teaching the office block programs. The program allows and provides for individual differences. The program represents the office area in which clerical and stenographic tasks are performed. By using the simulated activities, a realistic assessment of skill proficiency and knowledge acquisition can be made. It presents an overview of the block-time simulation program; organization of the program, including general goals; a sample career ladder; and pretests. Individual units with goals, sample objectives, outlines, teaching techniques, references, and sample projects are given. Units included are career investigation, office management, shorthand, typewriting, machine transcription, calculating machines, duplicating, communications, human relations, mail procedures, travel, reference materials, filing and records management, data processing, job orientation, model office, and independent investigation.

Wingo, Rosetta F. *Human Relations: Critical Incidents for Office Simulation.* Series 1. East Lansing: Department of Secondary Education and Curriculum, Michigan State University, 1978.

The simulated activities in this document provide skill practice in human relations through the critical incident technique. The critical incident is defined in this document as a conflict between two or more individuals in an office-like situation that requires effective and appropriate behavior (critical behavior) on the part of the one or more individuals to prevent or resolve the conflict. The topics dealt with include the office grapevine, excessive borrowing, adapting to change, carrying one's share of the workload, personal calls on office phones, and coffee break abuses.

Minnesota

Afdahl, Anne; Benson, Arland; Carlson, Linda; and Henriksen, Dorothy. *Junior High Career Maturity Activities.* (Edited by Dorothy Henriksen and Judy Larsen.) Prepared at Roseville Area Schools, 1251 W. County Road B-2, Roseville, Minnesota 55113. St. Paul: Pupil Personnel Services Section, Minnesota Department of Education, 1977.

This document has many activities classified under self-awareness, decision making, career and lifestyle exploration, interpersonal skills, and parent conferences. Excellent supporting materials and suggestions for using these materials are given. The materials would be useful to business teachers.

Anderson, Paul; Antholz, Mary; Hansen, L. Sunny; Klaurens, Mary K.; Kragseth, Phyllis; and Tennyson, W. Wesley. *Career Development Curriculum for English Teachers.* St. Paul: Division of Instruction, Pupil Personnel Services Section, Minnesota Department of Education, 1974.

This document has been designed to aid the junior high English teacher to actualize the philosophy and goals of career development. It contains a series of learning activities organized into four parts which suggest a logical progression of thought a student might follow in thinking about individual career goals: Who Am I? What Are the Life Options Available? What Should I Consider When Investigating an Occupation? and What Do I Do Next? Many of the activities would be useful to business teachers.

Antholz, Mary B.; Hansen, Lorraine S.; Klaurens, Mary K.; and Tennyson, W. Wesley. *The Social Contribution of Work.* St. Paul: Pupil Personnel Services Section, Minnesota Department of Education, 1972.

The purpose of this document is to help students examine their abilities and attitudes to see how they can contribute to society through work, to foster in students a realization of the value and importance of work performed at all levels, and to encourage students to use their vocational abilities to meet the needs for change which confront society.

Bauman, Virginia; Benson, Arland; Grove, Dave; and Henriksen, Dorothy. *Senior High Career Maturity Activities.* (Edited by Dorothy Henriksen and Judy Larsen.) Prepared at Roseville Area Schools, 1251 W. County Road B-2, Roseville, Minnesota 55113. St. Paul: Pupil Personnel Services Section, Minnesota Department of Education, 1977.

This document contains 13 activities designed to facilitate self-evaluation, goal setting, and educator-student planning of learning experiences. They emphasize five goal areas: school and work meanings and values, self-awareness, decision making, career-lifestyle explorations, and interpersonal skills. The activities are arranged in a developmental sequence with suggestions for use. There are excellent materials which can be used by business teachers.

Bradley, Mark, and Wilke, Cheryl. *Occupations and Futures: A Ninth Grade Social Studies Career Related Course Guide.* (Edited by Dorothy Henriksen and Judy Larsen.) Prepared at Roseville Area Schools, 1251 W. County Road B-2, Roseville, Minnesota 55113. St. Paul: Pupil Personnel Services Section, Minnesota Department of Education, 1977.

This guide is divided into two parts—a careers unit and a futures unit. They may be used simultaneously or separately. The guide is an attempt to combine a careers unit with a study of the future. It provides student objectives, overview of activities, teacher instructions for day-to-day activities, student activity sheets, and a bibliography. The document contains materials useful to business teachers.

Burton, Virginia, and Hogan, William. *TV Production: A Senior High Career Related English Course Guide and Student Handbook.* (Edited by Dorothy Henriksen and Judy Larsen.) Prepared at Roseville Area Schools, 1251 W. County Road B-2, Roseville, Minnesota 55113. St. Paul: Pupil Personnel Services Section, Minnesota Department of Education, 1977.

This unit on career production has a two-fold purpose in that students will play an individual job role as part of a production team as well as participate in a group investigation of a particular career. As members of a production team students will assume job roles with defined responsibilities in an organizational structure. As members of a group investigating a career, they will be introduced to a method of career investigation. They will also become aware of available resources within the school and community. The unit requires individual and group work. Prior to this unit, students would have had a unit on equipment and studio orientation and a unit of introductory recording activities. This unit requires three to four weeks. Materials in it can be useful to business teachers.

Cafferty, Eugene, and Grove, David. *The Good Life: A Senior High Career Related Social Studies Course Guide.* (Edited by Dorothy Henriksen and Judy Larsen.) Prepared at Roseville Area Schools, 1251 W. County Road B-2, Roseville, Minnesota 55113. St. Paul: Pupil Personnel Services Section, Minnesota Department of Education, 1977.

This document deals with the students of today becoming workers of tomorrow and how they see themselves and their lives. It covers the topics of needs, leisure time, the changing nature of work, educational needs for work, male-female relations, and work in the future. It contains 12 topics with several activities listed under each topic. It is designed to be completed in approximately two weeks. The materials in it can be useful to business teachers.

Carlson, Lois; Hansen, Lorraine S.; Klaurens, Mary K.; and Tennyson, W. Wesley. *Self-Concept Exploration.* St. Paul: Pupil Personnel Services Section, Minnesota Department of Education, 1972.

This document provides the classroom teacher with a career education resource guide designed to provide individuals with techniques for examining and obtaining a clear awareness of self-needs, attitudes, abilities, and aptitudes. It provides experiences whereby an individual can explore his or her self-concept, test it against the perceived image projected to others, identify an ideal self-concept, and work toward becoming that ideal self.

Curtis, Alice. *Career Education in Art: A Junior High Course Guide.* (Edited by Dorothy Henriksen and Judy Larsen.) Prepared at Roseville Area Schools, 1251 W. County Road B-2, Roseville, Minnesota 55113. St. Paul: Pupil Personnel Services Section, Minnesota Department of Education, 1977.

This document, although designed to encourage the exploration and application of career education concepts in secondary art, contains materials which can be useful to business teachers. The concepts dealt with are positive self-attitude, decision-making skills, interpersonal skills, meanings of school and work, and awareness of occupational area.

Grengs, John. *Career Education in Art: A Senior High Course Guide.* (Edited by Dorothy Henriksen and Judy Larsen.) Prepared at Roseville Area Schools, 1251 W. County Road B-2, Roseville, Minnesota 55113. St. Paul: Pupil Personnel Services Section, Minnesota Department of Education, 1977.

This document, although designed to encourage the exploration and application of career education concepts in secondary art, contains materials which can be useful to business teachers. The concepts dealt with are positive self-attitude, decision-making skills, interpersonal skills, meanings of school and work, and awareness of occupational areas.

Hansen, Lorraine S.; Klaurens, Mary K.; and Tennyson, W. Wesley. *Life Styles and Work.* St. Paul: Pupil Personnel Services Section, Minnesota Department of Education, 1972.

The purpose of this document is to help the student become familiar with a variety of career patterns possible and to become aware of self-attitudes toward work; to help the student see that one's career is a sequence of choices and positions throughout a lifetime which affect and determine total lifestyle—that it is a means of developing and implementing a self-concept; and to make the student aware that this broadened concept requires an individual to examine information and attitudes about self, work, and life as a worker.

Henriksen, Dorothy, and Larsen, Judy, editors. *A Model for Career Related School-Community Exchanges & Internships.* Prepared at Roseville Area Schools, 1251 W. County Road B-2, Roseville, Minnesota 55113. St. Paul: Pupil Personnel Services Section, Minnesota Department of Education, 1977.

This document describes a plan for offering opportunities for career role exchanges between members of interested school staff and members of the business community. The objectives of the program are outlined and the procedures for implementation are given.

Klaurens, Mary; Hansen, Lorraine S.; and Tennyson, W. Wesley. *Satisfactions and Rewards of Work.* St. Paul: Pupil Personnel Services Section, Minnesota Department of Education, 1972.

The purpose of this document is to provide experiences to help students become aware of the kinds of occupations which are potentially satisfying for them. The activities help students to identify their individual needs and the occupations in which their needs may be satisfied.

Mathematics Used in Occupations: Interrelated Curriculum. Prepared under the leadership of the Department of Vocational-Technical Education, Minneapolis Public Schools. St. Paul: Pupil Personnel Services Section, Minnesota Department of Education.

The first 58 pages of this document outline mathematical concepts and procedures required by individuals in business and office occupations. These concepts are related to business and office courses individuals take to prepare for business careers. Although prepared for use by mathematics teachers and counselors primarily, these materials can be of use to business teachers.

Nolan, Burton F., and Moore, Lorraine O. *Who? Where? Why? Career Guidance, Counseling and Placement: A Developmental Self-Concept Approach.* St. Paul: Division of Instruction, Pupil Personnel Services Section, Minnesota Department of Education, 1975.

The intent of this document is to develop a guide focusing on the affective and experimental components of career guidance, counseling, and placement. Chapter I is devoted to theoretical considerations involving a self-concept approach and the implications of this approach to career development. Chapter II outlines some vehicles that counselors and others may use to implement the self-concept model of career development. Chapter III provides suggested activities for working with students of primary age, intermediate age, junior high age, and senior high age. Chapter IV provides suggested activities for working with educational staff, parents, and the community.

Schwarzkopf, Vern, and Whitehall, Roy. *Career Related Course Guide for 7th Grade Industrial Education.* (Edited by Dorothy Henriksen and Judy Larsen.) Prepared at Roseville Area Schools, 1251 W. County Road B-2, Roseville, Minnesota 55113. St. Paul: Pupil Personnel Services Section, Minnesota Department of Education, 1977.

This document divides activities into four units: jobs-occupations clusters, what's my bag, looking at the local scene, and what's the comparison—industrial arts vs. industry. Components dealt with are self awareness, decision making, interpersonal skills, meanings and values of school and work, and awareness of occupational areas in terms of work roles and related lifestyles. The materials can be useful to business teachers.

Thoni, Richard J.; Hansen, Lorraine S.; Klaurens, Mary K.; and Tennyson W. Wesley. *Women and the World of Work*. St. Paul: Pupil Personnel Services Section, Minnesota Department of Education, 1972.

This document provides the classroom teacher with a career education resource guide designed to change attitudes of individuals regarding the roles of women in the work force.

Mississippi

McMinn, J. Harold. *Career Education in Mississippi*. Jackson: Division of Vocational Education, Mississippi State Department of Education, 1973.

This short document presents an overview of the philosophy of career education in Mississippi. It describes the four stages of awareness, exploration, preparation, and continuing preparation. A career education model is given.

McMinn, J. Harold, and Ishee, Reese. *Career-Centered Curriculum for Vocational Complexes in Mississippi: Career Exploration, Level 1*. Prepared as a pilot project for the State of Mississippi under the Jones County Exemplary Program. Jackson: Division of Vocational and Technical Education, Mississippi State Department of Education.

This document outlines behavioral objectives, activities, and resources to be used in career exploration classes at the seventh and eighth grade levels. Clusters of careers, including the business and office cluster, are explored on a very broad basis. The academic disciplines, science, math, language arts, and social studies, are fused into the career cluster. Students are rotated through six 6-week units of instruction. They are Introduction to Career Exploration; Diversified Occupations; Production, Distribution, and Management Occupations; and Evaluation and Planning. Resources, sample activities and materials, and pre- and posttests are given.

McMinn, J. Harold, and Ishee, Reese. *Career-Centered Curriculum for Vocational Complexes in Mississippi: Career Exploration, Level 2*. Prepared as a pilot project for the State of Mississippi under the Jones County Exemplary Program. Jackson: Division of Vocational and Technical Education, Mississippi State Department of Education.

Level 2 of the career exploration phase of career education is a continuation of Level 1. It is conducted primarily at the ninth grade level. This level involves the acquisition of self-understanding and additional knowledge of the world of work. Students are encouraged to experiment with their interests and abilities, to participate in a variety of activities or experiences that may indicate a tentative precareer choice. These experiences may also indicate an elimination of previous career interests. Orientation to decision making acquaints the student with factors to consider when making more definite future career choices.

McMinn, J. Harold, and Ishee, Reese. *Career-Centered Curriculum for Vocational Complexes in Mississippi: Introduction to Career Awareness*. Prepared as a pilot project for the State of Mississippi under the Jones County Exemplary Program. Jackson: Division of Vocational and Technical Education, Mississippi State Department of Education.

This document describes the plan, organization, and procedures for implementation of the Jones County elementary career education program. It describes a program infused into the ongoing curriculum. It focuses on the family constellation as an orientation point to examine jobs and the economic and social benefits received from the jobs performed. The career components include understanding of self, positive attitudes toward work, and meaningful relationships between education and work. Subject areas include health, language arts, mathematics, social studies, and science for grades 1-6.

McMinn, J. Harold, and Morris, Ken, compilers. *Career Education: A Handbook for Program Initiation*. Jackson: Division of Vocational-Technical Education, Mississippi State Department of Education, 1973.

This document is a compilation of ideas, sample activities, and other information which can be used by classroom teachers, counselors, career education leaders, and school administrators. A philosophy and definition of a career-centered curriculum is given. Responsibilities of school personnel—administrators, career educators, occupational orientation teachers, counselors, classroom teachers, and teacher aids—are given. A career education model is presented along with a guide to the nature of career activities. Samples of career activities are given for grades 1-12.

Missouri

Lacy, Richard C. *Exploring Careers in Business Occupations*. Columbia: Instructional Materials Laboratory, University of Missouri—Columbia.

This document is divided into five units: the importance of choosing a career, personal qualities for the world of work, occupational requirements and sources of information, the world of work in business, and developing a career plan. Supplementary resource materials and references are given. Each unit has objectives, an outline, activities with transparency masters and handouts, evaluation, and answers to evaluations.

Nebraska

Blezek, Allen G. *Professional Staff Development for Career Education*. Career Education Monograph No. 3. Lincoln: Nebraska Department of Education, 1977.

This document describes a plan for professional staff development for career education. Topics include establishing needs; analyzing needs; developing objectives; establishing responsibility; and planning, developing, and implementing activities. It outlines procedures for implementing a staff development program. References and a bibliography are included.

Bothe, Bonnie, and Garvey, Jenne. *Career Education in the High School*. Career Education Monograph No. 6. Lincoln: Nebraska Department of Education, 1977.

This monograph is directed to teachers of grades 10 through 12. It defines career education, indicates four components, and examines their application and importance in the high school. It gives methods of implementing career education components into the curriculum. Suggestions for teaching-learning activities are listed, and some ideas for evaluation are presented. References and a bibliography are included.

Delong, Joan, and Garvey, Jenne. *Career Education in the Junior High School*. Career Education Monograph No. 5. Lincoln: Nebraska Department of Education, 1977.

This monograph is directed to teachers of grades 7 through 9. It defines career education, indicates four components, examines their application and importance in the junior high school. It gives methods of implementing career education components into the curriculum. Suggestions for teaching-learning activities are listed, and some ideas for evaluation are presented. References and a bibliography are included.

Fleeman, Rodney. *A Guide for the Administration of Career Education*. Career Education Monograph No. 2. Lincoln: Nebraska Department of Education, 1977.

This guide has been designed to assist local school personnel with the implementation and administration of a comprehensive career education effort. It includes discussions on commitment, personnel, finance, and operational system. It also includes discussions on staff development, curriculum and instruction, student services, community involvement, and evaluation. References and a bibliography are included.

Fleeman, Rodney, and Scherer, Thomas. *An Overview of Career Education*. Career Education Monograph No. 1. Lincoln: Nebraska Department of Education, 1977.

One of a series of ten monographs, this overview of career education includes a definition, historical perspective, rationale, curriculum challenges, elements of career education, the cluster concept, references, and bibliography.

Willis, Larry. *Developing Career Education: 7-12 Instructional Units*. Prepared at Milford Public Schools, Milford, Nebraska.

Lincoln: Division of Vocational Education, Nebraska Department of Education.

Career units prepared by teachers for all grade levels are designed to develop awareness of various elements of career development. Objectives, activities, resources, and evaluation procedures are given for each unit. Some units are given that are suitable for use by business teachers or may be adapted for use by business teachers.

New Jersey

Brower, Edward; Jurist, Rodney; Rossetti, Albert; Everard, Kenneth E.; and Spannuth, Beverly. *Business and Office Occupations Cluster: Introduction to Vocations.* New Brunswick, N.J.: Curriculum Laboratory, Rutgers, the State University, 1975.

This document is designed to present an accurate, comprehensive description of career opportunities available through business and office occupations. It contains a vocationally referenced set of materials, useful for developing career-oriented experiences. It is designed for use in Introduction to Vocations classes. Career opportunities are given under the following five categories: administrative, business ownership, clerical, record systems and control, and secretarial.

Valley, John R. *Career Education of Adults.* Prepared for the National Advisory Council for Career Education. Princeton, N.J.: Office of New Degree Programs, Educational Testing Service, 1977.

This document examines career education of adults, the prospects and the problems. It defines adult education and career education for adults. It discusses a structure for career education for adults, adult learning needs and experiences, and college and university level developments. Some recommendations are made.

New York

Counselor's Manual: Career Guidance Activities for Junior and Senior High School Students. Rochester, N.Y.: Division of Instruction, City School District, 1977.

The initial exercises in this manual encourage a continuation of student exploration of self- and career-awareness concepts, as well as personal decision-making processes that constitute the elementary components. The units in this manual provide students a more sophisticated exploration and encourage greater vocational and educational focus. Related curriculum materials are included and referenced throughout the manual. This manual can be useful to business teachers.

North Carolina

Blueprint for the Possible. North Carolina Plan for Career Education, 1978-1982. Raleigh: Office of Career Education, North Carolina Department of Public Instruction, 1978.

This document presents North Carolina's five-year plan for implementing career education. It establishes four major goals to be achieved: strengthen guidance services, develop career information system availability to all schools, develop programs for greater collaboration between the schools and the economic community, and develop ways to assist students to connect and relate academic learning with career interests and development. Conditions and objectives that cut across all program goals are given.

Eliminating Sex Discrimination in Schools, a Source Book. Raleigh: Research and Information Center, North Carolina Department of Public Instruction, 1975.

Material in this source book is designed to help educators at all levels to (1) identify discriminatory attitudes and practices and (2) plan and implement continuing action to eliminate these practices and guarantee equal opportunity for students of both sexes. It provides specific, practical suggestions and resources which teachers, guidance counselors, coaches, school administrators, school board members, teacher educators, as well as parents and students, can consider and use in correcting the situation. Organizations working to eliminate sexism in education are identified, and a selected, annotated bibliography on sex discrimination is given.

Vocational Education Competency Test-Item Bank. Raleigh: Division of Vocational Education, North Carolina Department of Public Instruction, 1978.

This document is a compilation of test items on competencies, subcompetencies, and student assessment measures. It covers many areas including self-appraisal, economic influences, work habits, interpersonal relations, personal values and life styles, career aspirations, occupational resources and information, job getting and maintaining, decision making, educational opportunities, economic systems, and personal hygiene. Excellent materials.

Oregon

Products & Services from Northwest Regional Educational Laboratory, 1979. Portland, Oreg.: Lindsay Building, 710 S.W. Second Avenue.

This is a catalog of products available and pending from this nonprofit organization supported through contracts and grants with the National Institute of Education, U.S. Office of Education, other federal agencies, state education agencies, colleges, universities, local school districts, professional associations, community agencies, and business. The mission of the Laboratory is to help improve education practices. Materials relating directly and indirectly to career education are available.

South Carolina

Career Education, 1974. Columbia: Office of Vocational Education, Career Education, South Carolina Department of Education, 1974.

This is a programmed document designed to help administrators and teachers become familiar with the concept of career education in South Carolina.

Career Education in South Carolina, an Official State Department of Education Position Paper. Columbia: Office of Vocational Education, Career Education Section, South Carolina Department of Education, 1975.

This position paper is designed to provide the reader with a conceptual knowledge of the philosophy surrounding career education as it is viewed by the South Carolina Department of Education. The need for career education is identified, and a framework established to accommodate that need is presented.

Ideas for Classroom Activities in Career Education. Columbia: Office of Vocational Education, South Carolina Department of Education.

This booklet is a collection of ideas originating with classroom teachers. Its purpose is to provide the practicing teacher with suggested ideas for classroom activities which emanate from a career education approach.

Methods of Evaluation and Career Education: A Users Manual for Local Education Agencies. Columbia: Career Education, Ancillary Services Section, Office of Vocational Education and Division of Instruction, South Carolina Department of Education, 1978.

The primary purpose of this document is to provide South Carolina local education agencies with a cookbook procedure for the assessment of their career education programs. It provides step-by-step procedures, appropriate precautions, and related information to enable each LEA to complete successfully its career education assessment.

A Teacher's Guide to Career Education, 6-8. Columbia: Office of Vocational Education, Career Education Section, South Carolina Department of Education, 1975.

This book is designed to assist the classroom teacher who is interested in the implementation of career education. Suggestions for activities in career education are presented via "lesson plans" prepared by public school teachers within South Carolina. The lessons are presented by subject areas. Although business education is not listed as a subject area, some activities under social studies are appropriate to business classes.

A Teacher's Guide to Career Education, 9-12. Columbia: Office of Vocational Education, Career Education Section, South Carolina Department of Education, 1975.

This book is designed to assist the classroom teacher who is interested in the implementation of career education. Suggestions for activities in career education are presented via "lesson plans" prepared by public school teachers within South Carolina. The lessons are presented by subject areas, including business education and distributive education.

Tennessee

Consumer Education: A Teaching-Learning Unit on Consumer Health Care. Knoxville: The University of Tennessee.

The units included in this document are diet and nutrition; additives, supplements, and health foods; prescription drugs; over-the-counter drugs; doctors, hospitals, and surgery; and providing and paying for health care. Objectives and activities are given for each unit. Also included is a teacher's supplement, a bibliography, and achievement tests with answers.

Consumer Education: A Teaching-Learning Unit on Product Safety. Knoxville: The University of Tennessee.

Units included in this document are problems with safety in using consumer products, causes and prevention of accidents, handling product-safety complaints, nongovernment consumer protection organizations, and government consumer protection organizations. Objectives and activities are given for each unit. Also resources and achievement tests with answers are given.

Consumer Education: A Teaching-Learning Unit on the Rights and Responsibilities of all Consumers and Special Problems of Elderly Consumers, Poor Consumers, Handicapped Consumers, Non-English Speaking Consumers and Nonreaders, and Minors. Knoxville: The University of Tennessee.

Objectives and activities are given for each unit of this booklet on consumer education. A teacher's supplement to the rights and responsibilities unit and resources for the rights and responsibilities unit are given. Achievement tests are also given with answers.

Tennessee State Plan for Career Education. Nashville: Tennessee State Department of Education, 1978.

This document outlines Tennessee's State Plan for Career Education for the years 1979-1983. It presents a definition and conceptual goals, needs assessment for 1975-1976, 1977, and 1978. It presents student goals, objectives, strategies, and resources for implementation, relationship to postsecondary and adult education settings, administration, and expected outcomes.

Texas

Measurement, Diagnostic and Prescriptive Components of a Career Education Learning System. Austin: Texas Education Agency, 1975.

This booklet contains the following: Policy Guidance; Tentative State Plan for Career Education in Texas; Career Education: Texas Overview; Goals for Public School Education in Texas; Basic Learner Outcomes for Career Education; Relationship of Career Education Basic Learner Outcome Categories and Goals for Public School Education in Texas; A Measurement and Diagnostic System for Career Education in Texas—What Is It About?; The Measurement Instruments; Sample Test Booklet: Developmental Edition, Texas Career Education Series, *Economic Factors Influencing Career Opportunity;* Processes and System Elements; Matrix of Learner Outcomes; Sample Matrix Pages; Catalog of Learning Activities; Learning Module Format and Instructions; and Sample Learning Modules.

Utah

Bartholome, Lloyd W. *Trends and Issues in Vocational Education: Instructional Module.* Logan: Utah State University, 1978.

Among the trends and issues presented in this document, there are several especially related to career education. They include sections on career education, education of the disadvantaged, and the increasing role of women in vocational education. A study guide is included for each of the trends and issues.

Vermont

Handbook of Implementation Strategies for Local Districts. Montpelier: Vermont Department of Education, 1978.

This document presents the Vermont career education plan for the years 1978-1983. Included are guidelines for implementation in local districts, learner goals, guidelines for evaluation, guidelines for discemination, and the Vermont career education implementation survey.

Virginia

Career Education: Newport News Public Schools. Newport News, Va.: Newport News Public Schools.

The career education program of Newport News Public Schools is presented in a compact, highly readable, and highly usable filing system. Basic learner outcomes and tips for infusing them into existing subject matter are organized in this system. Articulation among the grade levels is specified. The outcomes are grouped into nine categories with each learner outcome summarized on a separate file card. Included on each card are the grade level, curriculum area, and course in which the learner outcome is to be infused. The card includes the basic learner outcome, grade level objectives, recommended placement for infusion, location of suggested resources, and recommended infusion tips. Business and office and marketing and distribution occupations are included.

Free Enterprise in Focus, Phase III, Project Awareness. Reston, Va.: Future Business Leaders of America—Phi Beta Lambda.

This packet zeroes in on the six aspects of the American economic system: productivity, profit, role of government and taxes, inflation, social responsibility, and general business concepts. These materials, as with other packets of Project Awareness, are supported financially by the business and industrial community. Included in the packet are Volume 1, No 1 of *American Enterprise Teaching Notes* published by Playback Associates; a poster on what a day in our lives would be like without the private enterprise system; an attitude/knowledge survey form, questions and answers on profits, resources, and shortages; and tools on free enterprise that can work for us.

Washington

Business and Office Career Education Teacher Guide, Part 3, Grades 7-12. Olympia, Wash.: Superintendent of Public Instruction.

This guide is designed to introduce students to business careers in a general career exploration course, a business careers course, an introduction to business course, or any entry-level business class.

Distributive Education Career Education Teachers Guide, Part 4, Grades 7-12. Olympia, Wash.: Superintendent of Public Instruction.

This guide is used to show how career education components are integrated with distributive education. Career education components are identified with activities, monitoring procedures, and resources listed for each.

Introduction to Career Education Teachers' Guide, Grades 7-12. Olympia, Wash.: Superintendent of Public Instruction.

The purpose of this guide is to help teachers better use the subject matter teachers' guides. A foundation for career education is given which teachers can use to expand and meet students' needs. The materials are to be used by teachers in local school districts in any way they see fit to supplement their development of career education.

West Virginia

Prevocational Exploration Business & Office Cluster, One. Charleston: West Virginia Vocational Curriculum Laboratory.

This competency-based curriculum consists of 50 experiential learning pacs that sample a variety of office competencies performed by various workers employed in the business and office cluster. The intent of the learning pacs is to assist students in assessing whether or not they would like to prepare themselves for these kinds of work.

Prevocational Exploration Business & Office Cluster. Two. Charleston: West Virginia Vocational Curriculum Laboratory.

This document is a continuation of Book One. This curriculum consists of 50 experiential learning pacs that sample a variety of office competencies performed by various workers employed in the business and office cluster. The intent of the learning pacs is to assist students in assessing whether or not they would like to prepare themselves for these kinds of work.

Wisconsin

Competency-Based Business Education: Interview/Human Relations. Madison: The Wisconsin Vocational Studies Center, University of Wisconsin.

This document contains eight programmed modules: Preparation for Employment Testing; Résumé; Interview; Listen Ye, Listen Ye!; You've Got Personality; Getting on With Others; Follow-Up Letter; and Letter of Application. Each module gives behavioral objectives, learning activities, supplies and equipment needed, and evaluation checks.

Competency-Based Business Education: Instructor's Guide. Madison: The Wisconsin Vocational Studies Center, University of Wisconsin.

This guide is divided into seven sections: (1) Introduction, (2) Components of the System—an Overview, (3) Curriculum Content, (4) Delivery System, (5) Management of the System, (6) Dissemination of System Components, and (7) Evaluation of System Components. A bibliography is given as well as job descriptions for many kinds of office jobs, clerical-secretarial task data, clerical-secretarial survey form and form for recording and analyzing survey form data, and a complete list of specialized competency modules.

Competency-Based Business Education: Miscellaneous. Madison: The Wisconsin Vocational Studies Center, University of Wisconsin.

This document contains three programmed modules: Making Conference & Meeting Arrangements; Make Travel, Motel/Hotel Reservations, Prepare Itinerary; and Effective Business Communications. Each module gives behavioral objectives, learning activities, supplies and equipment needed, and evaluation checks.

Competency-Based Business Education: Telephone Techniques. Madison: The Wisconsin Vocational Studies Center, University of Wisconsin.

This document contains three programmed modules: Good Telephone Voice; Outgoing Calls—Local, Long Distance; and Incoming Calls. Each module gives behavioral objectives, learning activities, supplies and equipment needed, and evaluation checks.

K-12 Guide for Integrating Career Education with Local Curriculum. Madison: Wisconsin Department of Public Instruction, 1978.

This guide updates the original 1971 guide and brings into focus all components of career education as a means of facilitating individual career development and achievement. It attempts to eliminate role stereotyping of which the writers were not so aware at the time the original guide was written. The guide is divided into five parts: Implementation of Career Education; Helpful Models; Integration of Career Education with the Curriculum; Learner Outcomes Related to Career Development Concepts; and Examples of Local Implementation, Based on State Guide.

Kowle, Carol, and Trout, Deborah. *Job Seeking and Job Keeping: An Annotated Bibliography.* Madison: The Wisconsin Vocational Studies Center, University of Wisconsin.

This bibliography consists of commercial literature, curriculum materials, and job seeking guides. The materials annotated focus on the skills and traits which help individuals get, keep, and advance on jobs.

Section B

Annotated Periodicals

Baker, Jerry. "They're Banking on Career Orientation." *Business Education Forum* 30:11; December 1975.

The author cites two high points of current encounters in the career occupation-consumer education program for school children ages 10-11 and ages 13-14, usually corresponding to the fifth and eighth grade levels of instruction. The author describes how one school system provides an orientation at these two levels.

Budke, Wesley E. "Evaluating Career Education Programs." *Business Education World* 55:15; March-April 1975.

This article acquaints the reader with some of the pitfalls associated with evaluation, some of the desirable characteristics of an evaluation program, and procedural steps for planning and implementing such a program in career education.

Caton, Joyce, and Houser, Gene. "A Career Education Program to Enrich High School Accounting." *Business Education World* 56:25; March-April 1976.

The authors emphasize that teachers should inform students of the various jobs available in the accounting field and encourages the use of *The Occupational Outlook Handbook* and the *Dictionary of Occupational Titles*. They give two strategies for teaching accounting: to make the high school accounting class more relevant and career oriented and to prepare students to cope more intelligently with making career choices.

Church, Olive. "Career Cluster Concept in Office Simulation." *Journal of Business Education* 49:188-90; February 1974.

The author suggests that educators should bring the job to the student when the student is unable to go to the job. The use of model office simulation is the author's answer to this suggestion. The author cites a three-year exemplary project at the University of North Dakota. Career-cluster office experience materials were developed as part of the project. These materials are called *Occupational Models*. Each of the 24 models contains two kits: one for the student-employee, one for the teacher-supervisor.

Church, Olive. "Career Exploration by OC-Mods." *Business Education Forum* 29:12-13; January 1975.

The author dramatizes a regular semester weekday at a North Dakota high school in vocational office education. The characters include several high school students and a teacher. She sees the traditional office machines and people at work performing varied duties rather than a "formal" class with the teacher at the chalkboard. The scenes and situations the author describes are commonly found in offices.

Church, Olive. "Career Exploration Through Business and Office Education." *Balance Sheet* 57:4-6,40; September 1975.

The author related the neglecting of female students in preparation for lifetime careers to declining enrollment among female students, to emerging skilled and unskilled jobs, to the need to attract more male students into office education programs, to the need for courses which provide—in addition to training in office skills--career exploration in various clusters and information about career paths available through job entry positions in the office.

Condon, Gregg. "Teaching Shorthand for Career Preparation." *Business Education World* 56:27-28; March-April 1976.

The author contends there is a difference in teaching shorthand as career preparation and teaching shorthand as it has always been taught. The author suggests that teachers devote some time each week to the topic of careers requiring shorthand skills, requisite skill levels, possible salary levels, and the job market.

Drier, Harry, and Barton, John. "Essential Changes and Staff Development Needs in Career Education." *Business Education World* 54:18-19; January-February 1974.

The writers emphasize that career education implies total staff commitment and involvement; it deals with the entire curriculum, not with one or several instructional or counseling techniques or a single discipline.

Eggland, Steven A. "Exploring Distributive Careers." *Balance Sheet* 57:257-59; March 1976.

The author points out that distributive career exploration should occur during the middle school years, sixth through ninth grades, following a career awareness program in the elementary grades. He states that the most effective and important ingredient in a successful distributive career exploration program is the selection of appropriate learning strategies; the second key to success, providing as much realism as possible; and the third key to success, using a variety of instructional techniques. Examples given included puzzles, role playing, resource speakers, brainstorming, field trips, panel discussions, field observations, and debates.

Flaherty, Betty P., and Dwinell, Roland A. "The Business Practice Program: A Four-Year Career Exploration Sequence." *Business Education World* 54:5-7,24; September-October 1973.

These authors describe the business practice program of Brookline High School, Brookline, Massachusetts. It uses the classroom as the base, the office as the resource, and the student as the focal point. The program attempts to provide students with programs that will adapt to the overall demand of the nation's marketplace while responding to the career-choice needs of students. The dual components of classroom activity and work experience provide the program with its scope and direction. Open education is used to maximize the student's capacity to explore his environment, select a career, reject his choice, then make a new selection.

Forte, Enis, and Goodfriend, Audrey. "Career Education." *Journal of Business Education* 52:310-11; April 1977.

The authors state that the understanding and awareness of career education does not take place without guidance. It is important for the business teacher to realize that the teaching of skills is only one aspect in preparing students for growth and development in a career and to recognize that teaching about careers must be achieved by relating the careers to the subject matter being taught. The authors describe ways in which this is accomplished at their school.

Frasier, James E. "A Career Information Unit for Distributive Education." *American Vocational Journal* 48:55-56; October 1973.

The author describes how teacher educators and distributive education coordinators in Dayton, Ohio, during the spring of 1972 put together career information units for their two-year DE programs. The objectives and purposes of the units are given. They are related to local job markets.

Fruehling, Donald L. "A Call for Leadership in Career Education." *Business Education Forum* 28:29-30; May 1974.

The author cites unemployment rates among youths as tragic and suggests that career education could be the answer. He states there is a need for professional leadership to ensure that the career education movement brings about a reformation in the school curriculum. He emphasizes that business teachers are uniquely suited to assume this role of leadership.

Hammer, George, and Seabrook, Patricia. "A Business Education Career Model." *Balance Sheet* 58:8-9; September 1976.

This article describes the high school/college consortium for the business education career model program at Norman Thomas High School for Commercial Education (opened in September, 1975). It was planned by the high school faculty, with Baruch College serving as the resource. Initial aims were to build a workshop for curriculum and course materials and to provide a location and backup materials for teachers to form their own study groups. A basic element of this model is on-site teacher training at a high school. The final year of undergraduate education will take place at Norman Thomas, utilizing personnel from both the college and the high school.

Helbing, Kay, and Reece, Barry L. "Meeting Female Career Development Needs." *Journal of Business Education* 51:119-21; December 1975.

The authors state that female career development needs must be given greater attention by the educational community based upon three observations regarding the status of women in our society: (1) sex-role stereotyping places women in a subordinate role to their male counterparts, (2) employment patterns for women vary sharply from those of men, and (3) achievement imagery of women indicates that they have lower expectations than men. These observations led to an instructional unit designed to achieve three objectives: (1) to create greater awareness of sex-role stereotyping in the business community, (2) to develop positive feelings regarding the role women can assume in the world of business, and (3) to develop greater awareness of vocational opportunities for women in business occupations.

Herr, Edwin L. "Career Education: Some Perspectives." *Business Education World* 54:18-19; November-December 1973.

This article describes models representing the operational implications of career education: the school-based model, the employer-based model, the home/community-based model, and the residential-based model.

Hoyt, Kenneth B. "Career Education and the Teaching/Learning Process." *Business Education Forum* 30:5-9; October 1975.

The author specifies the major changes career education requires in the teaching/learning process and the key importance of the classroom teacher in effecting such changes. To do so, he discusses four topics briefly: (1) the rationale of career education in the classroom, (2) the use of career implications of subject matter as motivational devices, (3) implications of expanding the parameters of the teaching/learning process, and (4) implications of career education for the philosophy of teaching.

Huffman, Harry, and Valentine, Ivan E. "Contemporary Programming Concepts." *American Vocational Journal* 49:25-26, 34; May 1974.

The authors discuss a common core model for career education using a graphic illustration of a programming system which begins at an early age to prepare students to establish an occupational objective and distinguish among educational alternatives leading to that objective. It represents some of the current thinking on how the common strands of learning in language arts, mathematics, social studies, and science can be woven into a strong career plan.

Hulbert, Jack E. "Preparing Students for Word-Processing Careers." *Journal of Business Education* 52:157-58; January 1977.

The author states that more and more students will find employment in word-processing systems rather than in traditionally organized offices. As a result, teachers must provide students with understandings needed to meet the demands of word-processing environments.

Jaski, Ernest B. "Career Education—Panacea, Palliative, or Passing Fad?" *Journal of Business Education* 50:50-51; November 1974.

The author discusses in this editorial how career education increases the relevance of school by focusing on the learner's choice. It demands no permanent bondage to a career goal. Rather, it reveals to students their great range of occupational options and helps them to develop positive attitudes toward work.

Kester, Ralph J. "Career Education and Business Education: A Partnership with Potential." *Business Education World* 56:31; September-October 1975.

Partnership between business education and career education works to the advantage of both programs and would be more beneficial to students than separate programs. To take an active role in the integration, business educators bring career education experiences into their classrooms and recommend experiences related to business occupations for inclusion in the K-12 career education curriculum.

Krupsak, Mary Anne. "Equal Opportunity Career Counseling: A Practical Approach." *Business Education Forum* 31:27-28; April 1977.

The author discusses equal opportunities for women and suggests that young women should receive career guidance in their early years. She proposes that self-assessment and negotiating skills be included in counseling services and curriculums at both high school and college levels and that they be required for women students. Her reason is that women must be prepared for the demands of management and ownership positions rather than the traditional secretarial type positions.

Magisos, Joel H. "The 1973 AVA Yearbook: A Valuable Career Education Resource." *Business Education World* 55:13; September-October 1974.

The 1973 yearbook of the American Vocational Education Association contains chapters on foundations, concepts, processes, models, and perspectives related to career education from 34 authors.

McIntosh, Harriett. "Career Opportunities Through Shorthand." *Business Education Forum* 29:4-5; April 1975.

The author states that shorthand teachers can help their students recognize some of the opportunities created for them through their knowledge of shorthand. She describes how the shorthand teacher can incorporate such activities in the lessons.

Merrick, Norman, and Chickadonz, Lavon. "Career-Oriented Approach to Bookkeeping/Accounting." *Business Education Forum* 29:18-19; November 1974.

The authors tell about the Office Careers-Accounting Program that was initiated in one of the inner-city schools in Los Angeles in 1973-74. The school had been experiencing a significant decrease in enrollment in bookkeeping classes and an increasing need for students enrolled to develop salable skills. A survey was made to determine the jobs available in the community and what skills were required for entry into these jobs. Instructional materials were identified that would best help to develop the skills, knowledge, and attitudes necessary to complete the tasks identified, and an instructional unit was then written for each job.

Miller, John Edgar. "Business Educators and Career Education." *Business Education World* 54:14; November-December 1973.

This article summarizes career education points emphasized at the AVA convention in Chicago, 1972: (1) Excessive absenteeism, failure, drug abuse, school-based vandalism, insubordination, and the disproportionate unemployment rates of young people might indicate that the curriculums we promote and/or lesson plans we design are not relevant as they might be to the needs of our students. (2) Is it appropriate for educators to support a subject-centered curriculum that places a premium on the replication of knowledge, when life is experience-centered and emphasizes the application of knowledge and skills? (3) One's job is a major determinant of where one lives, one's leisure time, one's standard of living, and other factors affecting one's lifestyle. (4) Career education is not another subject area. (5) Career education equalizes postsecondary school alternatives (employment and more school). (6) Career education recognizes importance of outside learning resources. (7) Career choice is not a one-time decision. (8) Career education should be infused into respective curriculums to enable students to relate to each subject area.

Moore, Allen B., and Miller, David H. "Career Education Antecedents and Practice." *Business Education World* 54:13; September-October 1973.

This article briefly deals with (1) major educational and social movements, (2) the current context of career education, (3) career education as change, and (4) the role of business in career education.

Nanassy, Louis C., and Payne, Vernon V. "Business Concepts and Career Education." *Business Education Forum* 27:25-26; May 1973.

The authors suggest broadening aspects of business education and having teachers concentrate on more than stenographic, bookkeeping, and clerical office work. A good start would be the development and implementation of a twelfth-year course that would integrate business and economics, with primary interest focused on current business and economics activities. The main thrust of this article suggests that business teachers should coordinate their efforts to develop a broader-based program in secondary business education to attract more boys into the program, provide a more common ground between businessmen and the business curriculum, provide a solid basis for making a variety of career decisions, and provide more advanced education about business for all students.

Nelson, Pauline. "Career Planning for Clerical Students." *Business Education Forum* 29:15-16; May 1975.

The author states that students at Brigham Young University, Provo, Utah, are urged to choose a career objective early in their school experiences in a manner that is realistic, future-oriented, and meaningful to them. In planning for future fulfillment, students are encouraged to seek awareness, a self-definition, and a goal. She describes a three-section form used to guide students through a self-examination search.

Nelson, Robert E., and Clow, John E. "Career Education: Focus for Change." *Balance Sheet* 55:4-6; September 1973.

The authors discuss the U.S. Office of Education formulation of four basic models of career education: school-based model, employer-based model, home-based model, and institutional model.

Nelson, Robert E., and Clow, John E. "Guidelines for Developing and Using Career Orientation Materials." *Balance Sheet* 55:52-55, 92; October 1973.

The authors cite nine guidelines for developing and using career-oriented materials. They are: (1) build on prior learning experiences, (2) utilize broad "occupational fields" as organizing units for instruction, (3) determine occupational areas for each cluster, (4) select representative occupations for each area, (5) establish occupational families within each area, (6) determine common tasks for an occupational family, (7) use a variety of student-centered exercises to illustrate the common job tasks, (8) have students assess their own interests, abilities, and goals, and (9) develop a career plan.

Orsborn, Karen J. "Careers in Business Bingo." *Balance Sheet* 55:247; March 1974.

The author developed a "Careers in Business Bingo" game for her eighth grade students. The objective of the game is to discover career possibilities and opportunities as a step toward selection of a possible career goal in clerical, stenographic, distributive, and accounting-data processing occupations.

Patterson, Clarissa M. H., and Phillips, Priscilla M. "Motivational Techniques for Career Awareness and Job Exploration." *Business Education World* 56:25; May-June 1976.

The article describes how any business education teacher can incorporate job activities into any course at the secondary level of teaching.

Peterson, Joanne. "The Medical Office—Open Door to a Career." *Business Education Forum* 31:32; January 1977.

In this article, the author encourages teachers to acquaint students with opportunities in health sciences, specifically medical office assisting. She outlines these opportunities by describing tasks.

Phillips, Priscilla M., and Patterson, Clarissa M. H. "Promoting Public Relations Through Career Education Goals." *Business Education World* 53:15; May-June 1973.

This article calls business educators' attention to the need to emphasize career education at the secondary level and gives suggested publications to examine in order to enlarge one's scope of knowledge about careers.

Pierce, William F. "The Need for Advances in Career Education." *Business Education Forum* 28:5-6; October 1973.

The author gives a purpose of career education: to reform and refocus education so that what is taught in the classroom has a clear, demonstrable bearing on the student's future plans.

He states that students must acquire an understanding of the options open to them and that the teachers' educational preparation at teacher training institutions needs renewal so that career concepts can be taught from kindergarten through postsecondary training.

Price, Pauline S. "Learning To Make Career Decisions: A Course for Clerical/Secretarial Students." *Business Education World* 56:20-21; March-April 1976.

The author describes an instructional program in career planning at the College of the Mainland, Texas City, Texas, in the Division of Business. Clerical and secretarial students are required to enroll in this course which is designed to (1) broaden their scope of occupational knowledge, (2) personally evaluate the validity of their career decisions, and (3) identify and clarify personal goals for achieving success in their chosen careers. The course also aims to help students determine if they are suited to the particular career path they have selected.

Ricci, Frederick A., and Peters, Robert M. "A Career Resource Guide Prepared by You." *Balance Sheet* 54:259-60, 274; March 1973.

The authors describe how teachers can go about obtaining a list of businesses in their communities which might be surveyed to determine those to be used for career development. A sample letter and form to be used in collecting information for class visitations are given.

Ristau, Robert A. "Career Education in Basic Business." *Business Education Forum* 29:5-6; April 1975.

The author states that one of the purposes of this article is to provide an example of innovative career education activities that have been used in basic business successfully. Such activities include careers in business bingo, family job trees, semantic differential self-concept analyses, personality self-assessments, career exploration word games, field-force analyses of goals, and work-values perception exercises.

Ristau, Robert A. "Career Exploration: Why, When, and How." *Balance Sheet* 54:196-98; February and 54:244-46; March 1973.

The author talks about curriculum reform and innovation as a result of career exploration which is a part of an integrated program. He summarizes what can be expected of business and distributive education teachers regarding career education.

Ristau, Robert A. "Issues and Principles in Career Exploration." *Balance Sheet* 57:162-64; December 1975-January 1976.

The author discusses some basic issues in career exploration and gives some guidelines for quality programs.

Rowell, Richard D. "Career Education and Business Communication." *ABCA Bulletin* 38:5-7; March 1975.

The author describes how activities can be integrated into the traditional business communication course providing career development for students.

Seaward, Marty Robertson. "Implementing Concepts of Career Education in Existing Secondary Vocational Programs." *Mississippi Business Education Association Journal* 2:26-34; March 1974.

The author cites several authors' positions regarding the implementation of career education concepts into existing secondary vocational programs.

Simcoe, Annell Lacy. "Career Education in Accounting." *Business Education Forum* 29:10-11; April 1975.

The author suggests that in order to minimize any discrepancies between self- and career awareness, the teacher incorporate into accounting the following activities: (1) have the student analyze self and a career as a bookkeeper, (2) assist the student in developing an understanding of the principles and practices of accounting, and (3) evaluate student progress.

Singer, Norman M. "Toward Improved Occupational Exploration for Adolescents." *Business Education World* 56:24-25; November-December 1975.

Singer emphasizes the fact that occupational exploration should serve to stimulate a broader, more intensive examination of opportunities rather than to narrow the students' viewpoints or push students toward premature occupational decisions. He summarizes indications of how adolescents tend to respond to occupational information. There is information about the exploration process during adolescence, its outcomes, and the variables affecting the process which assists business educators in developing better formal and/or informal strategies for exploring business occupations.

Smith, William O. "Career Exposure Through the Introductory Course." *Business Education Forum* 29:13-14; April 1975.

The author describes Warren G. Meyer and Dick Young's revised structure of the introductory course of the distributive teacher education curriculum at the University of Minnesota. It is a ten-week course divided into two parts. The first five weeks of class are used to provide the student the traditional types of information contained in an introductory distributive education course. The remaining five weeks of the course are devoted entirely to providing the student information about the roles performed by a distributive education teacher-coordinator.

Spisak, Dennis J. "Career Education: A Motivation To Learn." *Journal of Business Education* 51:16-18; October 1975.

Spisak describes a unit he teaches on careers in his ninth-grade, general business class. His reasons for teaching this unit are that it enables the student to identify occupations, it encourages students to spend their summer vacation wisely, it contributes to effective part-time work, it provides benefits for students who terminate their education, and it instills in students the desire not to be satisfied with "getting by."

Swenson, Dan H. "Careers Plus Simulation: A Capstone Activity for Business Communication." *ABCA Bulletin* 39:9-12; December 1976.

The author describes the Management Communication Simulation experiment conducted at Utah State University, Logan, Utah. It was used to help students gain and develop business and management communication skills while, at the same time, learning more about business careers.

Tate, Donald J. "The Business Teacher and Career Education." *Journal of Business Education* 49:270-71; April 1974.

In discussing the business teacher's role in career education, the author emphasizes that business teachers should integrate career education into their courses and provide assistance regarding the integration of information about business jobs and careers to teachers in other disciplines.

Terry, Arthur F., and Bednarz, Barbara M. "Education and Work: The Impact of Legislation." *Business Education World* 56:18-19; March-April 1976.

This article reviews the various acts affecting vocational education.

"This We Believe About the Role of Business Education in Career Education," A Statement by the Policies Commission for Business and Economic Education. *Business Education Forum* 27:14; April 1973.

This statement of the Policies Commission for Business and Economic Education outlines 14 beliefs regarding the role of business education in career education.

Thomas, Violet S. "Career Awareness in the General Business Class." *Balance Sheet* 55:57-59; October 1973.

The author describes an activity she devised called a Career-O-Gram. She describes it as a meaningful game to develop students' awareness of careers. It fulfills two goals: (1) students become consciously aware of careers and (2) students learn the correct spelling for common terms used in the business world.

Tonne, Herbert A. "Career Education." *Journal of Business Education* 49:52-53; November 1973.

The author states that there is some tendency to confuse career education with occupational education in general and even with specific job training. He suggests that career education starts in early grades, possibly nursery school, and continues to retirement. He further states that career education is synonymous with learning to understand the meaning of life itself. Many questions are raised in an attempt to further emphasize the meaning of career education.

Wagner, Gerald E. "Career Education Via Data Processing." *Balance Sheet* 56:196-99, 236; February 1975.

The author states that data processing instructional programs should provide students with career awareness, career exploration, and career orientation for data processing and computers. He discusses how this might be accomplished.

Weinrauch, J. Donald. "Term Project: A Simulated Live Cycle from Selecting a Career to Living It." *Collegiate News and Views* 28:15-16; Fall 1974.

The author describes a term project he assigns his students to give them an opportunity to develop the tools needed in the entire job-hunting process and to prepare them for the future in their careers. The students are required to analyze themselves in terms of their likes and dislikes, interests, personality characteristics, strengths, weaknesses, motivators, and their personal career and social objectives.

Welter, Clyde. "A Career Education Activity for Office Procedures." *Business Education Forum* 29:8-10; April 1975.

The author describes a classroom activity that office procedures teachers can use to help students learn more about the requirements and benefits of various office careers. The setting for the simulation is a make-believe local business organization which hires employees locally, and several of the key organization's personnel are in town to interview applicants. The class can be divided into two groups, employers and job applicants. Appropriate activities are outlined for both groups for the simulation.

Woolschlager, Ruth B., and Harris, E. Edward. "Issues in Career Education." *Business Education: Yesterday, Today, and Tomorrow.* Fourteenth Yearbook. Reston, Virginia: National Business Education Association, 1976. pp. 224-33.

The issues discussed include the integration of career education into the total education process, the meaning of career education, the responsibility of implementing accountability in career education concepts, and the role of the business teacher in career education.

Work, Maxie Lee. "Why National Emphasis on Career Education." *Mississippi Business Education Association Journal* 2:69-73; March 1974.

The author cites former President Nixon's 1970 challenge to institute massive reform and the need for educational reform. She emphasizes that there is dignity in all work and this we should teach students. She gives statistics on the progress of career education in the state of Mississippi and monies set aside by the U.S. Office of Education for the implementation of career education programs.

Wykle, James H. "To Business Teachers—On Career Education." *Balance Sheet* 54:291; April 1973.

This editorial gives statistics behind the need for developing the concepts of career education. The author suggests career education as a planned and systematic way to acquaint students with the world of work.

Section C
Other Periodicals

Albritton, Carole. "The Importance of Typewriting in Career Education." *Florida Business Education Association Journal* 1:26-27; May 1974.

Anderson, Marcia A.; Stitt, Thomas R.; and Nystrom, Dennis R. "Occupational Orientation and Exploration Programs." *Journal of Business Education* 51:228-30; February 1976.

Baggett, Harry W., Jr., "Studying Life-Styles of Office Workers in Career Education." *Balance Sheet* 57:200-02; February 1976.

Bailey, Larry J. "Objectives for Career Education at the Elementary Education Level." *NABTE Review* 2:16-24; 1974.

Bauer, Dennis E. "Career Education—Grades One Through Nine." *Ohio Business Teacher* 33:66-67; March 1973.

Bennett, James G. "A New Partnership for Career Education in the Elementary Schools." *DE Today* 8:4-5; Fall 1974.

Berkowitz, Murray L. "The Challenge of Career Education to the Distributive Education Teacher." *New Jersey Business Education Observer* 45:5-8; Spring-Summer 1973.

Bettis, Glenn, and Moore, Allen B. "Business Education in Career Education: Exemplary Programs and Selected Publications." *Business Education World* 54:12-13; March-April 1974.

Binnion, John E. "Career Education for the Postsecondary Student." *Kansas Business Teacher* 26:8-11; May 1973.

Boardman, Charles C. "World-of-Work Economic Education: What the Business Teacher Should Know." *GBEA Armchair Bulletin* 6:16-17; Fall 1973.

Bober, Gerald, and Nelson, Robert E. "An Orientation Program for Business Careers." *Business Education Forum* 28:36-38; February 1974.

Brooks, Lloyd D. "Career Education—Implications for Data Processing." *Business Education Forum* 27:54-55; May 1973.

Brooks, Lloyd D. "Humanizing Data Processing—Try Career Education." *Journal of Data Education* 14:16-20; December 1973.

Byrnside, O. J., Jr., and Wykle, James H. "Planning a Business Career." *Business Education Forum* 26:17-20; March 1972.

Clow, John E. "Objectives for Career Education—General Business Subjects." *NABTE Review* 2:38-41; 1974.

Collins, David. "Business Education Moves Toward Career Education." *Sincerely Yours* 17:17; April 1973.

Crane, Donald P. "An Experimental Program in Career Planning." *Collegiate News & Views* 30:5-6; Winter 1976-77.

Cudlipp, Alice V. "Career Education: The Proprietary Business Colleges of Virginia." *The Virginia Business Education Journal* 32:34-36; Spring 1977.

Dooms, Ingrid. "A Review of the BO-CEC Resource Guide for Ninth Grade Math Teachers." *Business Education Forum* 30:7-8; December 1975.

Ely, Vivien King. "An Agenda for DE's Tomorrows in Career Education: A Conference Summary." *DE Today* 7:2-3; Winter 1974.

"Exploratory Business—for What?" *Sincerely Yours* 22:6; November 1977.

Finch, Alton V. "Self-Image—A Life-Role Element of Career Education." *Business Education Forum* 32:3, 6, 8-9; March 1978.

Flanagin, Karen. "Career Education Through Secretarial Training." *Kansas Business Teacher* 26:16; May 1973.

Forte, Ennis, and Goodfriend, Audrey. "Implementing Career Education in Specialized Secretarial Courses." *Sincerely Yours* 21:10-11, 17; November 1976.

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Appendix
State Coordinators of Career Education

Most state departments of education have a coordinator for career education who can provide information about model programs, materials, potential grants, and consultant help available for use in developing career education programs. To obtain information about career education activities in your area, write to the appropriate address from the list that follows.

Alabama
State Coordinator for Career Education
Career Education Office
State Department of Education
111 Coliseum Boulevard
Montgomery, AL 36109

Alaska
Coordinator, Career Education
Alaska Department of Education
Pouch F
State Office Building
Juneau, AK 99811

Arizona
Coordinator of Career Education
Arizona Department of Education
1535 West Jefferson
Phoenix, AZ 85007

Arkansas
Coordinator of Career Education
State Education Building
Capitol Mall
Little Rock, AR 72201

California
Program Administrator
Personal and Career Development Services
Department of Education
State Education Building
721 Capitol Mall
Sacramento, CA 95814

Colorado
State Coordinator for Career Education
Colorado Department of Education
201 East Colfax
Denver, CO 80203

Connecticut
State Coordinator of Career Education
State Department of Education
P.O. Box 2219
Hartford, CT 06115

Delaware
Career Education Coordinator
Department of Public Instruction
P.O. Box 1402
Dover, DE 19901

District of Columbia
Coordinator of Career Development Programs
415 Twelfth Street, N.W.
Washington, DC 20004

Florida
State Coordinator for Career Education
Department of Education
Tallahassee, FL 32304

Georgia
Career Education Coordinator
Department of Education
258 State Office Building
Atlanta, GA 30334

Hawaii
State Coordinator for Career Education
Department of Education
P.O. Box 2360
Honolulu, HI 96804

Idaho
Career Education Coordinator
State Department of Education
Len B. Jordan State Office Building
Boise, ID 83720

Illinois
Career Education Administrator
Special Programs Section
Illinois State Board of Education
100 North First Street
Springfield, IL 62777

Indiana
State Coordinator of Career Education
Department of Public Instruction
State House 229
Indianapolis, IN 46204

Iowa
Career Education Coordinator
Department of Public Instruction
Grimes State Office Building
Des Moines, IA 50319

Kansas
Career Education Coordinator
Kansas State Department of Education
120 East Tenth Street
Topeka, KS 66612

Kentucky
State Coordinator, Career Education
Bureau of Instruction
18th Floor, Capitol Plaza Tower
Frankfort, KY 40601

Louisiana
Career Education Coordinator
Bureau of Student Services
Louisiana State Department of Education
P.O. Box 44064
Baton Rouge, LA 70804

Maine
Career Education Coordinator
Maine Department of Educational and Cultural Services
Augusta, ME 04333

Maryland
Career Education Coordinator
Maryland State Department of Education
Box 8717, BWI Airport
Baltimore, MD 21240

Massachusetts
State Coordinator for Career Education
Massachusetts Department of Education
Division of Occupational Education
31 St. James Avenue
Boston, MA 02116

Michigan
Career Education Coordinator
Michigan Department of Education
Office of Program Coordination
P.O. Box 30008
Michigan National Tower, 737
Lansing, MI 48909

Minnesota
Career Education Coordinator
Minnesota Department of Education
651-A Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

Mississippi
Coordinator, Career Education
State Department of Education
P.O. Box 771
Jackson, MS 39205

Missouri
Coordinator for Career Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Montana
Career Education Coordinator
Office of Public Instruction
State Capitol
Helena, MT 59601

Nebraska
State Coordinator for Career Education
Nebraska Department of Education
301 Centennial Mall South
Lincoln, NE 68509

Nevada
State Coordinator for Career Education
Department of Education
Capitol Complex
Carson City, NV 89710

New Hampshire
Career Education Coordinator
New Hampshire Department of Education
State House Annex
Concord, NH 03301

New Jersey
Career Education Coordinator
Division of Vocational Education and Career Preparation
State Department of Education
225 West State Street
Trenton, NJ 08625

New Mexico
Career Education Coordinator
Department of Education
State Education Building
Santa Fe, NM 87503

New York
Career Education Coordinator
State Education Department
Albany, NY 12234

North Carolina
Career Education Coordinator
Division of Development
State Department of Public Instruction
Raleigh, NC 27611

North Dakota
Coordinator of Career Education
Department of Public Instruction
State Capitol
Bismarck, ND 58505

Ohio
Career Education Coordinator
Career Development Service
Division of Vocational Education
Room 903, Ohio Depts. Bldg.
65 South Front Street
Columbus, OH 43215

Oklahoma
Career Education Coordinator
State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, OK 73105

Oregon
Director, Career Education
Department of Education
700 Pringle Park Way
Salem, OR 97310

Pennsylvania
State Coordinator of Career Education
Department of Education
Box 911
Harrisburg, PA 17126

Rhode Island
State Coordinator of Career Education
Department of Education
22 Hayes Street, Room 222B
Providence, RI 02908

South Carolina
Career Education Coordinator
Department of Education
912-E Rutledge Bldg.
1429 Senate Street
Columbia, SC 29201

South Dakota
Coordinator, Career Education
Division of Elementary and Secondary Education
Department of Education and Cultural Affairs
Kneip Building
Pierre, SD 57501

Tennessee
State Coordinator of Career Education
State Department of Education
115 Cordell Hull Building
Nashville, TN 37219

Texas
Director, Career Education
Texas Education Agency
201 East Eleventh Street
Austin, TX 78701

Utah
Career Education Coordinator
Utah State Board of Education
250 East Fifth South
Salt Lake City, UT 84111

Vermont
Career Education Coordinator
Division of Elementary and Secondary Education
State Department of Education
Montpelier, VT 05602

Virginia
Career Education Coordinator
Virginia Department of Education
P.O. Box 6Q
Richmond, VA 23216

Washington
Career Education Coordinator
Office of the Superintendent of Public Instruction
Old Capitol Building — FG-11
Olympia, WA 98504

West Virginia
Career Education Coordinator
Bureau of Voc., Tech., and Adult Ed.
State Department of Education
Building 6, B-243, Capitol Complex
Charleston, WV 25305

Wisconsin
Career Education Coordinator
Department of Public Instruction
126 Langdon Street
Madison, WI 53702

Wyoming
Career Education Coordinator
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